DOCUMENT RESUME

ED 345 598 HE 025 485

TITLE	College Outcomes and Assessment: A Select Bibliography from the ERIC Database. Editions 1-4 (Covering 461 Items Dated 1977-1991).
INSTITUTION	ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Mar 88
NOTE	511p.
PUB TYPE	Information Analyses - ERIC Clearinghouse Products (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF02/PC21 Plus Postage.
DESCRIPTORS	Abstracts; *College Outcomes Assessment; Educational Assessment; Educational Improvement; Educational Objectives; *Educational Quality; *Higher Education; Information Dissemination; Institutional Research; *Outcomes of Education; Postsecondary Education; Publications

ABSTRACT

This annual bibliography presents the abstracts, index terms, and descriptive bibliographic information for selected books, journal articles, and other documents in subject areas concerning college outcomes and assessment. Citations are listed alphabetically by author. The coverage and size of the four editions combined here are as follows: (1) Edition 1, 71 items, dated 1977-1987; (2) Edition 2: 126 items, dated 1987-1989; (3) Edition 3: 150 items, dated 1989-1990; (4) Edition 4: 114 items, dated 1990-1991. Many of the documents are available from the ERIC Document Reproduction Service. Specific ordering information and an order form are included. (GLR)

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COLLEGE OUTCOMES AND ASSESSMENT:
A SELECT BIBLIOGRAPHY

From the
ERIC database
First Edition
(Covering 71 Items Dated
1977-1987)
March 1988

HE 025 485

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The entries headed by EJ numbers refer to journal articles cited in **Current Index to Journals in Education (CIJE)**; those with ED numbers refer to nonjournal reports cited in **Resources in Education (RIE)**. Both of these monthly ERIC publications are sponsored by the Office of Educational Research and Improvement of the U.S. Department of Education. They are available for reference in many colleges and public libraries and in the offices of many state and local education agencies.

Complete copies of the reports and papers identified in this search with ED numbers can be located in ERIC microfiche collections (exceptions are ED numbers followed by a #) in many of the libraries that subscribe to **RIE** and **CIJE**. In addition, copies of these reports can be purchased from the ERIC Document Reproduction Service (EDRS). Journal articles (EJ numbers) can be located in the original journals in library periodical collections; reprints are generally available through University Microfilms International (UMI). Order forms for both services are enclosed.

If you cite references from an ERIC search in a bibliography of your own, please include the ED number to simplify access by others.

EJ199763 HE511058

The Impact of Antioch Education through Experience Abroad.

Abrams, Irwin

Alternative Higher Education: The Journal of Nontraditional Studies, v3 n3 p176-87 Spr 1979

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)

Journal Announcement: CIJAUG79

A preliminary analysis of questionnaire data indicates, along with academic outcomes, a significant impact of work and study abroad programs on subsequent behavior. Educational and job decisions were influenced, as well as thinking about values and American identity. Focus is on the Antioch Education Abroad program and its participants. (Author/LBH)

Descriptors: College Graduates; College Students; *Educational Assessment; *Experiential Learning; Followup Studies; Higher Education; *International Educational Exchange; *Outcomes of Education; Program Evaluation; Student Exchange Programs; *Student Experience; *Study Abroad; Surveys; Values; Work Experience

Identifiers: *Antioch University OH

ED273197 HE019611

Assessment in American Higher Education. Issues and Contexts.

Adelman, Clifford, Ed.

Office of Educational Research and Improvement (ED), Washington, DC.

1986

90p.; Commissioned documents prepared for the National Conference on Assessment in Higher Education (Columbia, SC, October 1985) sponsored by the U.S. Office of Educational Research and Improvement.

Report No.: OR-86-301

Available from: U.S. Department of Education, Office of Educational Research and Improvement, Special Services Division, Publications Branch, 80 F Street, N.W., Washington, DC 20208.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJAN87

Government: Federal

Emerging and traditional forms of assessment in U.S. higher education are considered in this collection of five conference papers from the 1985 National Conference on Assessment in Higher Education. Included are a foreword by Education Secretary William J. Bennett and concluding remarks by Clifford Adelman. Paper titles and authors are as follows: "The Growing Interest in Measuring the Educational Achievement of College Students" (Terry W. Hartle); "Assessing Outcomes in Higher Education" (John Harris); "The Costs of Assessment" (Peter T. Ewell, Dennis P. Jones); "Assessment in Higher Education: To Serve the Learner" (Georgine Loacker, Lucy Cromwell, Kathleen O'Brien); and "Assessment in Career-Oriented Education" (Sandra E. Elman, Ernest A. Lynton). The papers include descriptions of different testing programs and the sponsoring organization's address and phone number. Assessment programs and cost estimates for four types of colleges are also covered: a small, private liberal arts college; a major public research university; a regional, comprehensive, public university; and a mid-sized community college. The conclusion briefly considers the role of judgment in culture and language as a theoretical ground for thinking about assessment. Key issues implicit in the papers are also identified, and a 48-item bibliography of technical and theoretical references is provided. (SW)

Descriptors: Academic Achievement; Accountability; Business Administration Education; *College Students; Cost Estimates; *Educational Assessment; Educational Policy; Educational Quality; *Educational Testing; Engineering Education; *Higher Education; Institutional Characteristics; *Outcomes of Education; Preservice Teacher Education; Professional Education; Program Evaluation; *Student Evaluation Test Selection

ED281404 HE020045

A Message for Governors and State Legislators: "The Minimum Competency Approach Can Be Bad for the Health of Higher Education."

Anrig, Gregory R.

[1986

9p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIESEP87

Aspects of proposed higher education reforms that involve assessment of students learning are clarified by the president of the Educational Testing Service. Governors and state legislators are advised not to adopt state minimum competency standards for higher education. It is claimed that the responsibility for setting instructional standards and academic policy rests with the college and that higher education is concerned with much more than minimum competencies. To be successful any general assessment program would require consensus on the essentials of a higher education, and this task is complex because of the diversity of academic, professional, and career programs. In addition, tests alone cannot evaluate institutions. Elements of an assessment approach that may be workable include: (1) focusing on mastery of knowledge and skills in a field; (2) recognizing that specific knowledge and skills required of students will differ by college; (3) applying assessment results to improve students and instruction; and (4) using a wide range of data and measures for the assessment. Differences between educational goals of higher education and elementary/secondary education that affect assessment are noted. (SW)

Descriptors: *Academic Standards; College Students; *Educational Assessment; Educational Objectives; Educational Quality; Evaluation Criteria; Government School Relationship; *Higher Education; Institutional Autonomy; *Minimum Competencies; *Outcomes of Education; Skill Development; *Student Evaluation

Identifiers: *AAHE Assessment Forum

EJ343779 EA520584
Does a Degree Tell Us What a Student Has Learned?
Ashcroft, John
Phi Delta Kappan, v68 n4 p225-27 Nov 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAR87
Target Audience: Practitioners; Policymakers

The National Governors' Association Task Force on College Quality recommends colleges' use of data collection and assessment programs to chart students' learning progress. Other recommendations include developing clearly defined institutional missions and increasing college access for students from all socioeconomic backgounds. (MLH)

Descriptors: *Academic Achievement; *Access to Education; *Cognitive Ability; Higher Education; Instructional Improvement; Learning; *Outcomes of Education; Standards; *Student Educational Objectives; *Student Evaluation
Identifiers: National Governors Association; *State Governors

EJ351002 HE522065

Assessment of Institutional Effectiveness at the University of Tennessee, Knoxville.

Banta, Trudy W.; And Others

International Journal of Institutional Management in Higher Education, v10 n3 p262-71 Nov 1986

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJUL87

The University of Tennessee at Knoxville has successfully integrated a program for assessing student outcomes in the ongoing institutional processes of peer review, strategic planning, and internal resource allocation. Students are tested in general education and their major fields and participate in curriculum and instructional evaluations. (Author/MSE)

Descriptors: *Achievement Tests; College Administration; Evaluation Criteria; *Evaluation Methods; Higher Education; *Institutional Research; *Outcomes of Education; Peer Evaluation; Resource Allocation; *School Effectiveness; Self Evaluation (Groups); State Universities; *Student Evaluation

Identifiers: Strategic Planning; *University of Tennessee Knoxville

ED247842 HE017526

Performance Funding: Tennessee's Noble Experiment in Promoting Program Quality through Assessment of Outcomes.

Banta, Trudy W.; Fisher, Homer S.

24 Apr 1984

15p.; Paper presented at the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEJAN85

The Tennessee Higher Education Commission's (THEC) use of a performance criterion in funding higher education is discussed, along with the results of evaluating this initiative. Information on program quality and improvement efforts is a factor in determining the budgetary allocation for each state institution. With funding from the Kellogg Foundation, an evaluation was conducted of the use of outcome information at the University of Tennessee, Knoxville. The following student outcomes were studied: achievement in general education, achievement in the major field, and opinion measurement concerning the quality of academic programs and services. Task forces recommended that student outcome information be included in the evaluative data gathered for the university's comprehensive program review process. Changes in instruments, data collection/analysis, and interpretation of results were recommended before utilizing outcome information. The initiative has strengthened the academic program review process and stimulated increased use of outcome information in departmental decision-making as well as campuswide strategic planning and resource allocation. Specific impacts on curriculum and instruction, student services, and institutional planning and evaluation are identified. (SW)

Descriptors: Ancillary School Services; College Planning; College Programs; *Educational Assessment; Educational Quality; Evaluation Criteria; Government School Relationship; Higher Education; Needs Assessment; *Outcomes of Education; *Performance Factors; Program Evaluation; *Resource Allocation; *Standards; *State Aid

Identifiers: *Tennessee; University of Tennessee Knoxville

EJ326927   HE520133

Use of Outcomes Information at the University of Tennessee, Knoxville.

Banta, Trudy W.

New Directions for Institutional Research, (Assessing Educational Outcomes) n47 p19-32 Sep 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR86

Target Audience: Teachers; Administrators; Practitioners

A statewide performance funding initiative provided a strong incentive to examine student outcomes. The result has been a systematic program of data collection and dissemination that has significantly affected both the curriculum and the university's budgeting process. (Author/MSE)

Descriptors: Budgeting; College Administration; Curriculum Development; *Data Collection; *Educational Assessment; Higher Education; Information Dissemination; *Information Utilization; *Outcomes of Education; *State Aid; *State Universities; Statewide Planning

Identifiers: *University of Tennessee Knoxville

EJ251212 HE514706

Assessment of Outcome-Oriented Learning: External or In-Course?

Benoist, Howard

Alternative Higher Education: The Journal of Nontraditional Studies, v5 n4 p231-41 Sum 1981

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJAN82

Effective assessment is crucial to outcome-based learning programs. One choice to be made in such programs is whether assessment of student learning should be carried out within course structures or external to them. Advantages to each approach are suggested. The overall recommendation is for external assessment. (Author/MLW)

Descriptors: *Competency Based Education; Cost Effectiveness; Criterion Referenced Tests; General Education; Higher Education; Minimum Competency Testing; Norm Referenced Tests; *Outcomes of Education; *Program Evaluation; *Student Evaluation

ED282482 HE020291

Assessment and Outcomes Measurement--A View from the States: Highlights of a New ECS Survey and Individual State Profiles. ECS Working Papers, PS-87-1.

Boyer, Carol M.; And Others

American Association for Higher Education, Washington, D.C.; Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association.

AAHE Bulletin, Mar 1987 Mar 1987

63p.; Paper collected as part of the American Association for Higher Education Assessment Forum. Foreword by Governor John Ashcroft of Missouri.

Report No.: PS-87-1

Available from: Education Commission of the States, Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($4.50).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEOCT87

Target Audience: Policymakers

Results of a 50-state survey of statewide or systemwide approaches to assessment and outcomes measurement in postsecondary education are presented. Respondents were members of the State Higher Education Executive Officers (SHEEO) organization. The January-February 1987 survey of SHEEO academic and executive officers indicated that two-thirds of states had formal initiatives labeled "assessment." One difference across states was the extent to which they considered assessment and outcomes measurement to be a distinct policy area. Slightly more than half the respondents saw the main role of their state board as one of actively encouraging, promoting, or facilitating institutional intiatives in assessment and outcomes measurement. Brief descriptions by state boards of their assessment efforts are provided. These efforts can be categorized as follows: mandated statewide testing programs; early intervention programs; encouraging institutional action; assessment within existing statewide mechanisms; and statewide monitoring of other outcomes, such as student retention, job placement of college graduates, and economic and community development. The state profiles include the name and title of the contact person. (SW)

Descriptors: *Board of Education Role; *Educational Assessment; Educational Testing; *Government School Relationship; *Higher Education; Intervention; *Outcomes of Education; Public Policy; *State Programs; State Surveys

Identifiers: *AAHE Assessment Forum; State Higher Education Executive Officers Assn

EJ336322 JC504180

What Do Our Students Know?

Cohen, Arthur M.

Community College Review, v13 n4 p6-11 Spr 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJSEP86

Target Audience: Practitioners

Considers ways of measuring educational outcomes. Summarizes results from the Center for the Study of Community Colleges' administration of the General Academic Assessment, which measures the general education/liberal arts knowledge of two-year college student cohorts. Reveals direct relationships between test scores and credits taken and students' self-assessments. (AYC)

Descriptors: *Achievement Tests; Community Colleges; General Education; *Liberal Arts; *Outcomes of Education; Program Effectiveness; Self Evaluation (Individuals) *Student Evaluation; Two Year Colleges; *Two Year College Students

Identifiers: *General Academic Assessment

ED174123 HE011465

Outcomes Research: Its Function as a Marketing Tool. AIR Forum 1979 Paper.

Cooper, Edward M.; Leventhal, Richard C.

May 1979

12p.; Paper presented at the Annual Forum of the Association for Instructional Research (19th, San Diego, California, May 13-17, 1979)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEDEC79

The use of outcomes research as a marketing tool for postsecondary educational institutions is discussed. Few such institutions integrate outcomes information into the institutional marketing program. In most cases this type of information is used to document actual outcomes, but rarely is it used as an indicator of needed change or success of the institution's marketing program. A tailored approach to outcomes research has been instituted at Metropolitan State College in Colorado as part of their marketing program. Basically, the approach has utilized a longitudinal cohort study of students to provide outcomes information. The research program also includes studies of various segments of the prospective student market and student information needs and a study of the college's impact on the community. A committee was formed to link outcome information to marketing and to stimulate the development of a comprehensive marketing program. The committee has continued to plan and conduct studies and to interpret and disseminate information related to outcomes information. The program has endeavored to make outcomes information more accessible to those involved in the various phases of institutional marketing, partly through improved dissemination of information and partly through the development of an outcomes data base that is linked to the college's data base system. (SW)

Descriptors: *College Administration; College Students; Conference Reports; Data Bases; *Educational Assessment; Higher Education; Institutional Research; *Marketing; Organizational Effectiveness; *Outcomes of Education; Research Projects ; *Student Needs; *Student Recruitment

Identifiers: *AIR Forum 1979; Metro State College CO

ED278326 HE020009

Can Testing Determine What Students Learn in General Education?

Curry, Wade; Cruser, Paul

[1986

15p.; Report on research conducted by Henry Wang.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEJUN87

Testing to assess student learning in general education and the extent to which students achieve general education goals at Trenton State College were examined. Faculty reported that the general education program most emphasized both problem solving and communication and research and least emphasized the arts and non-Western civilization. Two tests that could be used to measure outcomes in general education were located: the College Outcomes Measurement Program (COMP) from the American College Testing Program, and Tests of General Education (TGE) from the Educational Testing Service. Seniors' tests results were compared with national norms and scores of transfer seniors and freshmen. Scores during the freshman and senior years were also compared, as were scores on the TGE and the COMP. In addition to summarizing findings of these comparisons, nine procedural problems in a general education testing program are identified. A six-step feedback loop for evaluating general education is suggested: developing goals, attaching the goals to each course, determining a means of assessment, testing and analyzing results, evaluating the instrument, evaluating and revising the curriculum, and revising the goals. (SW)

Descriptors: College Freshmen; College Seniors; College Students; Comparative Analysis; *Educational Assessment; Educational Objectives; *Educational Testing; *General Education; Higher Education; *Outcomes of Education; *Program Evaluation; Scores; *State Colleges

Identifiers: *Trenton State College NJ

ED174115 HE011457

Exploring Relationships Between Objective and Subjective Measures of Instructional Outcomes. AIR Forum 1979 Paper.

Dumont, Richard G.; Troelstrup, Richard L.

May 1979

29p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEDEC79

A pilot project in performance funding was conducted at Tennessee Technological University. A random sample of 112 seniors participated in a special assessment exercise involving the American College Testing (ACT) Battery and the ACT College Outcome Measures Project. The participants also completed a questionnaire designed to elicit self-reports of progress toward the realization of a set of institution-wide or general education goals. Factor analyses and item analyses were performed on self-report responses and two separate two-item indices were obtained. The relationships between the "objective," or test performance, and the "subjective," or student testimony, instructional outcomes measures were examined. The findings support the concurrent validity of the student testimony data, but the magnitude of the correlation coefficients seem to suggest that a substantial proportion of the variance in self-reported progress scores is not explained by the test performance results. The implications of the study results for the better-informed selection, implementation, and interpretation of instructional outcomes measures are discussed. Statistical data and a bibliography are included. (SW)

Descriptors: *Academic Achievement; Bibliographies; College Students; Conference Reports; Factor Analysis; Higher Education; Institutional Research; Multiple Regression Analysis; *Outcomes of Education; *Predictor Variables; *Self Concept; *Student Evaluation; Test Validity

Identifiers: ACT Assessment; *AIR Forum 1979; College Outcome Measures Project; Tennessee Technological University

ED273185 HE019597
Campus Trends. Higher Education Panel Report Number 73.
El-Khawas, Elaine
American Council on Education, Washington, D.C. Higher Education Panel.
Aug 1986
35p.
Sponsoring Agency: Lilly Endowment, Inc., Indianapolis, Ind.
Available from: American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, N.W., Washington, DC 20036-1193 ($8.00, nonmembers; $5.00, members, prepaid only).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJAN87

Trends on U.S. campuses as of 1986 are reported, with attention to campus actions on assessment and early campus responses to national reports calling for educational reform. Also considered are faculty hiring practices, perceptions about institutional status, changes in enrollment and finances, and international components of academic programs. A total of 365 two-year and four-year colleges and universities responded to the study questionnaire, and the data were statistically adjusted to represent national trends. Findings on the general status of colleges highlight a variety of problems: enrollments are steady or down for the majority of institutions; financial pressures are evident and are creating other problems, including inadequate student aid and uncomfortable levels of faculty compensation. Most schools have been reevaluating their curricular offerings during the past few years, and many have made changes in programs. College administrators do not currently have a definite sense of what is the best focus for assessment, and many feel existing evaluation instruments are not suitable to the broad educational purposes they consider to be appropriate outcomes of undergraduate study. Detailed statistical tables, the questionnaire, and technical notes are included. (SW)

Descriptors: Change Strategies; College Administration; College Faculty; College Students; Curriculum Development; *Educational Assessment; *Educational Change; Educational Objectives; Educational Quality; *Enrollment Trends; *Higher Education Long Range Planning; Nontraditional Students; *Outcomes of Education; Program Evaluation; Questionnaires; School Business Relationship; School Surveys; Student Evaluation; Teacher Employment; Trend Analysis
Identifiers: Excellence in Education

EJ357000 HE522748

Colleges Reclaim the Assessment Initiative.

El-Khawas, Elaine

Educational Record, v68 n2 p54-58 Spr 1987

Avail: ACE, Division of Policy Analysis and Research, One Dupont Circle, Washington, DC 20036 ($5.00 ACE members, $8.00 nonmembers, prepaid).

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJNOV87

Results from "Campus Trends, 1987," a sample survey of colleges and universities, indicate that 75 percent are discussing assessment, half are developing assessment procedures, and the great majority expect to introduce some form of assessment in the next few years. (MLW)

Descriptors: *Colleges; Comparative Analysis; Data Analysis; *Educational Assessment; *Evaluation Methods; Higher Education; *Outcomes of Education; *Program Evaluation; *Student Evaluation; Surveys; Trend Analysis

Identifiers: American Council on Education; *Campus Trends 1987

ED177943 HE011762

Analysis Techniques for Assessing the Effect of Higher Education on Student Development Outcomes.

Elfner, Eliot S.

May 1979

12p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 1979)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEMAR80

Target Audience: Practitioners

A variety of techniques are available for evaluating the success that implemented programs have in terms of achieving the expected and desired student outcomes and, by extension, the desired goals and objectives of the institution. Current approaches to such analysis are generally limited to the basic strategy of survey research. The two major strategies available to the survey researcher are cross-sectional and longitudinal analysis. Cross-sectional data obscure the input differences that might exist among various classes and differences that might result from selectivity factors at work in the advanced classes' history of dropouts. Longitudinal studies compensate for the first problem, but still do not account for the fact that students who drop out may differ from those who do not. The analysis of change scores may be faulty due to artificial dependence on initial scores. The use of input-output analysis makes it possible to ascertain the separate contributions of student input and program effects to the impact on student outcomes. Input-output analysis is a technique for statistically determining residual scores and then attributing the variation in residual scores to the environmental or program characteristics using step-wise linear regression techniques. Methods of applying this input-output technique to analyze the effect of intra-college programs on student development outcomes are discussed. (SC)

Descriptors: Academic Achievement; Course Evaluation; Dropout Research; *Educational Assessment; *Evaluation Methods; *Higher Education; Literature Reviews ; *Outcomes of Education; Program Evaluation; *Statistical Analysis; *Student Development

ED260680 HE018809

Assessment in Professional Education.

Elman, Sandra E.; Lynton, Ernest A.

Oct 1985

24p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985). Broken print will affect legibility.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEJAN86

Target Audience: Practitioners

The assessment of professional programs at the undergraduate level is discussed (i.e., engineering, business, education, nursing, and other career-oriented fields). Presently, assessment in professional education relies almost exclusively on written or oral testing of a predetermined set of cognitive and analytical skills. This is followed by assessment of the ability to apply these skills to predetermined and well-defined problems and cases. Professional education and assessment need to focus more on the process of defining problems and making instrumental judgments, using a variety of real and simulated clinical experiences. Professionals need to be able to make choices among a number of possibilities, each of which optimizes one or more competing values. Professional competence requires dealing with complexity, tolerance for ambiguity, coping with discontinuity and disequilibrium, and risk-taking. Self-assessment is emerging as an integral part of professional competence, and, therefore, must become part of professional education. The effective use of the following methods in assessment are addressed: the case study method; simulation, role playing, and group discussion; and small group interactions. Specific reference is made to the education of engineers, managers, and medical personnel. (SW)

Descriptors: Business Administration Education; Case Studies; Clinical Experience ; Competence; *Critical Thinking; Engineering Education; Experiential Learning; Group Discussion; Higher Education; Medical Education; *Outcomes of Education; *Problem Solving; *Professional Education; Role Playing; *Self Evaluation (Individuals); Simulation; *Student Evaluation

EJ326930 HE520136

Developing and Using a Longitudinal Student Outcomes Data File: The University of Colorado Experience.

Endo, Jean; Bittner, Terry

New Directions for Institutional Research, (Assessing Educational Outcomes) n47 p65-79 Sep 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR86

Target Audience: Administrators; Researchers; Practitioners

Constructing a longitudinal student outcomes data file takes careful planning and attention to detail, but investment in such a resource yields substantial dividends in the ability to document and explain complex patterns of student success. (Author)

Descriptors: Academic Achievement; Case Studies; *Databases; *Educational Assessment; Higher Education; Information Systems; *Longitudinal Studies; *Outcomes of Education; Research Methodology; State Universities; *Student Records; Success

Identifiers: *University of Colorado

EJ328309   HE520268

Assessment: What's It All About?

Ewell, Peter

Change, v17 n6 p32-36 Nov-Dec 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJAPR86

Institutional accountability in higher education and accountability based on measuring "objective" outcomes are described. Assessment, whether it can be performed objectively, and what effects external accountability pressures will have on the practices of higher education are discussed. (MLW)

Descriptors: *Accountability; *Educational Assessment; *Educational Practices; *Higher Education; Measurement Techniques; *Outcomes of Education

ED256266 HE018332

The Self-Regarding Institution: Information for Excellence. NCHEMS Executive Overview.

Ewell, Peter

National Center for Higher Education Management Systems, Boulder, Colo.

1984

110p.; Executive overview prepared for the National Institute of Education Study Group on the Conditions of Excellence in American Higher Education.

Sponsoring Agency: Kellogg Foundation, Battle Creek, Mich.; National Inst. of Education (ED), Washington, DC.

Available from: National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 ($10.00).

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Colorado

Journal Announcement: RIESEP85

Target Audience: Administrators; Teachers; Practitioners

Ways to define the outcomes of college experiences are discussed, along with the use of assessment information to improve curricula, instruction, and management. The analysis is based on the National Center for Higher Education Management Systems/Kellogg Student Outcomes Project. It is proposed that institutions achieve educational excellence by demonstrating changes in educational outcomes consistent with institutional objectives, student educational goals, and the expressed needs of society and specific constituencies. An important distinction is made between the measurement of changes and the values placed on these changes by different groups (students, the college, and special interest groups). After clarifying some different notions about educational excellence, key themes in the literature on college outcomes are reviewed. A classification of outcomes with four dimensions is covered: knowledge, skills, attitudes/values, and relationships with society. Successful assessment programs at Alverno College, Northeast Missouri State University, and the University of Tennessee are briefly considered. Some common objections to self-assessment, including faculty resistance, costs, and lack of administrative incentive, are also identified. Finally, important themes common to successful efforts and examples from institutional practice are discussed. (SW)

Descriptors: Case Studies; Change Strategies; Curriculum Development; Educational Objectives; *Higher Education; Improvement Programs; Information Utilization; Instructional Improvement; Knowledge Level; *Outcomes of Education; *Program Evaluation; *Self Evaluation (Groups); Skill Development; *Student Development; *Student Evaluation; Values

Identifiers: *Excellence in Education

EJ326934 HE520140

Appendix.

Ewell, Peter T.

New Directions for Institutional Research, (Assessing Educational Outcomes) n47 p121-24 Sep 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); BIBLIOGRAPHY (131)

Journal Announcement: CIJMAR86

Target Audience: Researchers

Some of the most commonly available and widely used tests and questionnaires relevant to campus assessment programs in subject areas, attitudes and satisfaction of students and former students, and other outcomes areas are listed. (MSE)

Descriptors: Alumni; College Students; Dropouts; *Educational Assessment; *Evaluation Methods; Higher Education; *Information Sources; Institutional Research ; Intellectual Disciplines; *Measurement Techniques; *Outcomes of Education; Participant Satisfaction; Questionnaires; *Student Evaluation; Surveys; Transfer Students

EJ349457 HE521972

Assessment: Where Are We?

Ewell, Peter T.

Change, v19 n1 p23-28 Jan-Feb 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJUN87

The thrust of most state initiatives is to encourage higher education institutions to undertake their own local assessment. Two kinds of state-wide testing are emerging: (1) basic skills assessment of entering students for access, placement, and remediation, and (2) testing to improve the curriculum. (MLW)

Descriptors: Accrediting Agencies; *Educational Assessment; *Educational Improvement; Institutional Evaluation; *Outcomes of Education; Postsecondary Education; Self Evaluation (Groups); *State Action; State Boards of Education; *Testing

Identifiers: Comprehensive Examinations

ED270055 HE019370

Effectiveness Information and Institutional Change: An Exploratory Analysis.

Ewell, Peter T.

National Center for Higher Education Management Systems, Boulder, Colo.

30 Nov 1985

74p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEOCT86

Factors that affect the implementation of information-based improvements in college instruction and decision-making are considered, based on a conceptual scheme for comparing information-based change efforts. Based on a student outcomes project, eight brief case studies of public colleges illustrate different patterns leading to successful use of assessment information to induce change. Obstacles for using effectiveness information are identified, along with the broad role of information in college decision-making. To assess information-based change efforts, the following types of variables are important: the structure and process of institutional decision-making; the use of information in decision-making; and strategies employed to induce change based on assessment information. Specific variables include: institutional type and mission, school size, array of programs, locus of decision-making; resource flexibility, the quality and extent of available information, pressure for information use by top administrators, utilization of unit resources, and the integration of the change effort with ongoing activities. Appended are interview questions used in the National Center for Educational Management Systems Student Outcomes Project, along with a description of the format for reporting campus activities. Eight pages of references conclude the report. (SW)

Descriptors: Case Studies; *Change Strategies; *College Instruction; *Decision Making; *Educational Assessment; Higher Education; *Information Utilization; Institutional Characteristics; Organizational Climate; *Outcomes of Education; Undergraduate Study

ED282509 HE020487

Levers for Change: The Role of State Government in Improving the Quality of Postsecondary Education.

Ewell, Peter T.

National Center for Higher Education Management Systems, Boulder, Colo.

12 Jul 1985

39p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEOCT87

The importance of a state role in assessing and improving undergraduate education and possible initiatives that states can pursue are discussed. Two roles for states are identified: (1) state regulatory and funding mechanisms should create an appropriate climate and concrete incentives for inducing institutional self-improvement; and (2) state governments should monitor the performance of the state's higher education system as a whole by periodically collecting appropriate measures of effectiveness. Because of diversity among colleges and students, multiple means for assessing the effectiveness of both the whole system and individual colleges are needed. Important issues in determining the effectiveness of a state's college instructional system are: changes in student learning and development resulting from instruction; monitoring access to higher education; how student learning and development contribute to behavior at work, the marketplace, and the community; and costs of programs and improvements. Examples of instructional improvement programs at six colleges are described. Broad directions for state policy are addressed that concern issues such as incentives for institutional improvement and the use of quantitative information. (SW)

Descriptors: Access to Education; Accountability; Compliance (Legal); *Educational Quality; Government Role; *Government School Relationship; Incentives *Instructional Improvement; *Outcomes of Education; Postsecondary Education; Resource Allocation; School Effectiveness; *State Government; Student Evaluation

Identifiers: *AAHE Assessment Forum

EJ326933 HE520139

Some Implications for Practice.

Ewell, Peter T.

New Directions for Institutional Research, (Assessing Educational Outcomes) n47 p11-19 Sep 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)

Journal Announcement: CIJMAR86

Target Audience: Researchers

Successful outcomes assessment programs have many common characteristics. Institutional researchers should examine these signs of success and use them as guides for developing their own campus programs. (Author/MSE)

Descriptors: Comparative Analysis; *Educational Assessment; *Evaluation Methods; Higher Education; Information Utilization; *Institutional Research; *Outcomes of Education; *Program Development; *Research Methodology

ED260681 HE018810

The Costs of Assessment.

Ewell, Peter T.; Jones, Dennis P.

Oct 1985

43p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985).

Sponsoring Agency: National Center for Higher Education Management Systems, Boulder, Colo.; National Inst. of Education (ED), Washington, DC.

Contract No.: 400-83-0009

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEJAN86

Target Audience: Practitioners

The costs of assessment, which was identified as a condition for achieving excellence in undergraduate education by the Study Group on the Conditions of Excellence in American Higher Education, are addressed. Two questions considered deal with (1) the unit of analysis and (2) what to count. The unit of analysis can be the individual student, programs or curricula, or the institution as a whole. Cost calculations vary (direct, indirect, full, average, marginal, opportunity costs); it is most important to determine the level of regular investment the institution must make in addition to ongoing activities. It is assumed that an institution will adopt an explicit program for assessing instructional effectiveness, in which various efforts are coordinated and supported by a visible, staffed office. Some typical direct costs (instrument costs, administration costs, analysis costs, coordination costs) associated with establishing such a comprehensive program are derived. Constructed cost estimates are provided for four typical institutional types (small private liberal arts college, public major research university, regional comprehensive university, and community college). Each constructed cost estimate is anchored by actual data from institutional experience. Commonly used commercial instruments available for assessing student cognitive growth, reactions to college, and experiences after graduation are described in an appendix. (LB)

Descriptors: College Students; Comparative Analysis; *Cost Estimates; Higher Education; Institutional Characteristics; Instructional Improvement; *Outcomes of Education; *Program Costs; *Program Development; Student Development; *Student Evaluation; Unit Costs

Identifiers: Involvement in Learning

ED282510 HE020488

The Legislative Role in Improving Postsecondary Education.

Ewell, Peter T.

National Center for Higher Education Management Systems, Boulder, Colo.

Nov 1985

19p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEOCT87

The importance of legislative initiatives to improve postsecondary education is discussed, along with mechanisms that legislatures have used to induce change in higher education, and guidelines for action. Structural obstacles to improvements that have confronted most public colleges include lack of clear priorities, fragmented responsibilities, lack of incentives for improvement, and lack of information about effectiveness. In attempting to promote improvement in higher education, state legislatures have two main tools: (1) changing the budgetary allocation process to provide special funds for needed improvements, or to reward and encourage successful performance; and (2) exerting control over college behavior directly through regulation or statute. Budget-based approaches include modifying enrollment-driven formulas; linking a portion of total dollar allocation to each college, based on demonstrated effectiveness (performance funding); and special-purpose funds. Regulatory approaches include testing as a condition for advancement, testing as part of instructional evaluation, curricular requirements, use of existing audit and review procedures, and reporting and data collection requirements. (SW)

Descriptors: Accountability; Change Strategies; *Compliance (Legal); *Educational Quality; *Educational Testing; Government Role; *Government School Relationship; Incentives; Instructional Improvement; *Outcomes of Education; Postsecondary Education; Resource Allocation; School Effectiveness; *State Legislation; Student Evaluation

Identifiers: *AAHE Assessment Forum

ED202367 HE013881

Beyond Bakke: The Positive Benefits of Testing.

Fincher, Cameron

Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.

Oct 1978

22p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (New Orleans, LA, October 1978).

Sponsoring Agency: Kellogg Foundation, Battle Creek, Mich.

Report No.: IEP-502

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEOCT81

The uses and applications of testing in education and the implications of the Bakke decision are considered. Pluralism and diversity in education have convinced many observers that a different philosophy or theory of testing is needed. Alternative uses are sought in ways that would shift the aptitudes and general intelligence to skills and competencies. The changing emphasis from measurement to assessment reflects the educational need to appraise those changes in behavior and performance that presumably are the result of learning and development. Differences of ranking are not needed as much as an acceptable way to determine if learners have mastered some standard of performance. Testing concepts and methods are needed to help appraise instructional methods and materials, program structure and content, and overall program effectiveness in bringing about desired outcomes and results. The intent of educational testing needs to concentrate on accomplishments rather than potential. It is suggested that positive uses of tests can result from a shift from selection per se to placement, advisement, counseling, and program assessment. Specific uses served by testing include instructional improvement and learning facilitation and assessment of: basic skills, academic competencies in general education, college academic programs, learning difficulties, and learning outcomes. The Bakke decision indicated that if achievement of diversity for educational purposes is to be an admissions function, colleges must prepare to deal with human qualities that are complementary to those that can be handled within traditional testing contexts. It is suggested that the Supreme Court case provides an important context in which public policy concerning the uses of standardized tests must be debated. (SW)

Descriptors: Admission Criteria; Behavioral Objectives; *Competency Based Education; Court Litigation; *Educational Assessment; Educational Counseling; *Educational Testing; Higher Education; Instructional Improvement; *Outcomes of Education; Program Evaluation; *Standardized Tests; Student Development; *Student Evaluation; Student Placement

Identifiers: Bakke v Regents of University of California; *Seminars for State Leaders Postsec Ed (ECS SHEEO); Supreme Court

ED281405 HE020050

Higher Education in Georgia: Assessment, Evaluation, and Accreditation. Proceedings of the Conference (Athens, Georgia, January 15-16, 1986).

Fincher, Cameron, Ed.; And Others

Georgia Univ., Athens. Inst. of Higher Education.

Jan 1986

94p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

Available from: Institute of Higher Education, University of Georgia, Athens, GA 30502.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Georgia

Journal Announcement: RIESEP87

Higher education assessment, evaluation, and accreditation in Georgia are addressed in these proceedings of a 1986 conference sponsored by the University of Georgia and the Southern Association of Colleges and Schools (SACS). Panel papers cover: assessing student performance and outcomes, academic standards and needs assessment for specific fields, and SACS' new accreditation criteria and implications of the criteria. The keynote address by Cameron Fincher is entitled "The Emerging Role of Assessment and Evaluation in Postsecondary Education." Panel papers and authors are as follows: "Assessing Student Achievement" (Joe Marks); "Assessing Educational Outcomes" (Thomas E. R. Redmon); "Assessing Vocational Competencies" (Michael T. McCord); "Statewide Needs Assessment for Health Personnel" (Libby V. Morris); "Assessing the New Standards for High School Graduation and College Admissions" (Nathaniel Pugh, Jr.); "Needs Assessment in Vocational Technical Education" (Kenneth R. Allen); "The New Criteria For Accreditation" (James T. Rogers); the implications of new SACS criteria for the following areas--"Institutional Research" (Larry G. Jones), "Developmental Studies" (Leroy Ervin, Louise M. Tomlinson), "Instructional Development" (Ronald D. Simpson), "College Admissions" (John W. Albright), "Adult Learners" (Margaret E. Holt), "Higher Education's Changing Clientele" (Herman B. Smith), and "Changing Accreditation Criteria: Catalyst to Education Innovation?" (Sven Groennings). (SW)

Descriptors: Academic Standards; *Accreditation (Institutions); Adult Students; College Admission; Developmental Studies Programs; *Educational Assessment; Educational Change; Educational Testing; *Evaluation Criteria; Graduation Requirements; Higher Education; Institutional Research; Instructional Development; Nontraditional Students; *Outcomes of Education; *Student Evaluation; Technical Education; Vocational Education

Identifiers: *AAHE Assessment Forum; *Georgia

EJ266040 JC502960

ERIC Sources and Information: Measuring the Benefits of Community Colleges.

Friedlander, Jack

New Directions for Community Colleges, v10 n2 p109-20 Jun 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); ERIC PRODUCT (071)

Journal Announcement: CIJNOV82

Reviews ERIC documents considering the economic benefits of community colleges on their communities; the effects of college programs on the various individuals and communities served; and the effects of community college attendance on the careers, earnings, and educational attainment of students. Provides a bibliography of impact and follow-up studies. (DMM)

Descriptors: *Community Colleges; *Educational Assessment; *Educational Benefits *Educational Economics; *Followup Studies; Institutional Research; Literature Reviews; *Outcomes of Education; State Surveys; Two Year Colleges

Identifiers: *Impact Studies

ED232601 HE016525

Measurements of Quality in Higher Education: The Role of Institutional Research. AIR 1983 Annual Forum Paper.

Gapen, Kaye; Morse, Suzanne

May 1983

19p.; Paper presented at the Annual Forum of the Association for Institutional Research (23rd, Toronto, Ontario, May 23-26, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Alabama

Journal Announcement: RIEDEC83

Three areas of quality assessment in higher education are examined: students, faculty, and library resources. Types of student data that institutional researchers should address include: entrance tests scores, retention rate, student outcomes, location and recruitment of graduates, results of licensing examinations, scholarship recipients, and student activities and national recognition. In promoting the quality of an institution, factors to consider include: faculty awards of fellowships, number of faculty with advanced degrees, years of teaching experience, full-time faculty, scholarly activity, accomplishments of students, and student evaluations. The Association of College and Research Libraries Standards for College Libraries provide for the evaluation of collection adequacy, as well as for staff and facility assessment. Additionally, qualitative standards for measuring library resources are also being used. It is concluded that institutional research (IR) should view the assessment of institutional quality as a priority management task. Criteria and data profiles that answer questions of both internal and external constituencies should be developed by IR offices. (SW)

Descriptors: College Faculty; *College Libraries; College Students; *Educational Quality; *Faculty Evaluation; Higher Education; Institutional Characteristics; *Institutional Research; Library Standards; *Outcomes of Education; Student Characteristics; *Student Evaluation; Teacher Characteristics; Teacher Effectiveness

Identifiers: *AIR Forum

ED226006 SP022181

A Nation At Risk: The Imperative For Educational Reform. An Open Letter to the American People. A Report to the Nation and the Secretary of Education.

Gardner, David P.; And Others

National Commission on Excellence in Education (ED), Washington, DC.

Apr 1983

72p.

Sponsoring Agency: Department of Education, Washington, DC.

Available from: Superintendent of Documents, Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00177-2, $4.50).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); REVIEW LITERATURE (070); EVALUATIVE REPORT (142)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUN83

This report: (1) investigates the declining state of the educational system in America, as measured by high school student performance in the United States and other countries; (2) identifies specific problem areas; and (3) offers multiple recommendations for improvement. The five major recommendations arrived at appear, respectively, under the headings: content, standards and expectations, time, teaching, leadership and fiscal support. Recommendations pertaining to content include the strengthening of high school graduation requirements by establishing minimum requirements for each student of: (a) 4 years of English; (b) 3 years of mathematics; (c) 3 years of science; (d) 3 years of social studies; and (e) one-half year of computer science. With regard to standards and expectations, schools, colleges, and universities are encouraged to adopt more rigorous and measurable standards and higher expectations for academic performance and student conduct. Four-year colleges and universities, in particular, are advised to raise their admission requirements. In order to improve time usage, the report advises that more time should be devoted to students learning the "New Basics," which may, in turn, require a longer school day, or a lengthened school year. Seven ways to improve teacher preparation and to make teaching a more rewarding and respected profession are listed. Six implementation guidelines are suggested for improving educational leadership and fiscal support. Appendices contain: (a) charter of the National Commission on Excellence in Education; (b) schedule of the Commission's public events; (c) list of commissioned papers; (d) list of individuals who testified at Commission hearings; (e) list of other presentations to the Commission; and (f) notable programs. (JM)

Descriptors: *Academic Achievement; Academic Standards; Back to Basics; Comparative Education; Competency Based Education; *Core Curriculum; *Educational Assessment; Educational Improvement; Educational Needs; *Educational Quality; Elementary Secondary Education; Federal Government; Futures (of Society); Government School Relationship; Higher Education; High School Graduates; Low Achievement; National Programs; *Outcomes of Education; Public Education; Relevance (Education); *School Effectiveness; Teacher Education; Technological Literacy; Time Factors (Learning); Underachievement

Identifiers: *National Commission on Excellence in Education

ED283408 HE020044

Assessment in American Higher Education: An Historical Perspective.

Garfield, Joan; Corcoran, Mary

Jul 1986

23p.; Paper presented at the Conference on Assessment in Higher Education (St. Paul, MN, June 30-July 1, 1986). Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); CONFERENCE PAPER (150)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIENOV87

The history of assessment in American higher education is examined, with a focus on the period after World War II. Assessment practices in the early years of higher education are also discussed. Assessment studies concentrated on either the college, the curriculum, or students. Questions that have been investigated by specific assessment studies are identified. The studies investigated the following concerns: whether the curriculum should be changed, the effectiveness of the curriculum, who should go to college, how students change during college, the value of a college education, the nature of the student experience, outcomes of a college education, what is wrong with the collegiate system, causes of campus unrest, and how to improve higher education. Within higher education today, assessment has come to have both narrow and broad connotations. The narrow connotation refers to determining the outcomes of a college education using standardized tests. The broad definition encompasses many types of measures and methods used to assess students at several points in time, from entrance to exit time. The following terms in contemporary use are briefly defined: test, measurement, evaluation, and assessment. A 45-item reference list concludes the document. (SW)

Descriptors: *Curriculum Evaluation; *Educational Assessment; Educational History ; *Higher Education; *Institutional Evaluation; Institutional Research; *Outcomes of Education; School Effectiveness; *Student Evaluation

Identifiers: *AAHE Assessment Forum

ED280169 EA019279

Graduate Follow-Up Studies: Why Bother?

Harris, Cameron

Hampton City Schools, VA.

Feb 1987

44p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEAUG87

Target Audience: Administrators; Practitioners

This report emphasizes the rationale for and procedures of a high school graduate follow-up telephone survey in Hampton, Virginia, conducted on classes of even-numbered years. The survey instrument and charts of results from 1982-86 comprise over three-fourths of the document. The follow-up survey was initiated to gather information for a school district program evaluation system. The survey occurs during Christmas holidays, drawing former students from random samples. Data use is categorized by location of students, program quality checks, trend data, and public relations. Trained callers ask questions which will elicit information to be used for longitudinal analysis and for application to currently evaluated programs, including the state competency program. In 1984, respondents were asked to "grade" aspects of school programs from "A" to "F," instead of using previous responses of "excellent," "average," and "poor"; as a result, data collection was improved. Telephone survey offers the opportunity to clarify data and to include an open response section about suggested school improvements. Student background information, already contained in school data processing records, is not needed. Callers code data according to the Statistical Package for the Social Sciences (SPSS). Two-year comparison data are used frequently for program planning. Changes are not now anticipated, other than to expand the survey to follow up students from previous surveys. (CJH)

Descriptors: Curriculum Development; *Educational Assessment; Educational Change Graduate Surveys; Instructional Effectiveness; Longitudinal Studies; Long Range Planning; *Outcomes of Education; Postsecondary Education; Program Development; *Program Effectiveness; Program Evaluation; Research Utilization; *School Effectiveness; School Surveys; Secondary Education; Student Role; *Student School Relationship

Identifiers: Statistical Package for the Social Sciences; *Virginia (Hampton)

ED260677 HE018806

Assessing Outcomes in Higher Education: Practical Suggestions for Getting Started.

Harris, John

Oct 1985

59p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985).

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEJAN86

Target Audience: Practitioners

The use of national and campus tests/measures to assess student academic achievement is discussed, along with measurement of student attitudes and behavior, with attention to specific tests and testing programs. It is important for faculty to develop goals for student achievement and to determine whether a test fits a given college program or course. Standardized, objective tests have been used extensively for selection purposes, and external tests are useful for assessing basic skills and deficits for purposes of placement or remediation. A few external tests assess outcomes of general education. When using outcomes assessment to improve instruction, faculty should be involved directly in evaluating student performance. National tests are also used to assess knowledge and skill in major fields of study. Assessment procedures on campus include course examinations, tests to assess major field proficiency, using examiners other than the student's primary instructor, and senior comprehensives. For various fields of study, externally-validated instruments are identified for the assessment of student performance in associate and baccalaureate degree programs. New ideas in the field of assessment are listed, and the concept of the assessment center is mentioned. The innovative approach of Alverno College (Wisconsin) is described. Publications, testing programs, and sources of information are also identified. (SW)

Descriptors: *Academic Achievement; *Achievement Tests; Aptitude Tests; Attitude Measures; Basic Skills; Educational Objectives; *Educational Testing; General Education; *Higher Education; Knowledge Level; Majors (Students); *Outcomes of Education; Screening Tests; Standardized Tests; *Student Evaluation; Student Placement

Identifiers: *Alverno College WI

EJ351121 HE522184

Assessment: Providing Quality Assurance for Students, Programs, and Career Guidance.

Harris, John

New Directions for Higher Education, No.57 (Creating Career Programs in a Liberal Arts Context) v15 n1 p65-73 Spr 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142); POSITION PAPER (120)

Journal Announcement: CIJJUL87

Career programs should be designed as instructional systems, with strategies and instruments for assessing student performance and outcomes developed early in the program development process, as soon as the exit abilities of graduates are defined and before the curricular and instructional patterns are established. (MSE)

Descriptors: Curriculum Development; Evaluation Criteria; Higher Education; Liberal Arts; Measurement Techniques; *Outcomes of Education; *Program Development Program Effectiveness; *Student Evaluation; *Vocational Education

ED260676 HE018805

The Growing Interest in Measuring the Educational Achievement of College Students.

Hartle, Terry W.

26 Sep 1985

31p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985).

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJAN86

Target Audience: Practitioners

Uses of assessment in postsecondary education and policy issues are considered. In higher education, assessment is used to refer to at least six separate but overlapping activities: (1) multiple measures to track students' intellectual and personal growth over an extended period of time; (2) state-mandated requirements for evaluating students and/or academic programs; (3) a focus on the "value added," whereby students undergo pre- and post-testing and the gains in general education and skills are measured; (4) general standardized testing; (5) making decisions about funding by rewarding institutions for performance on established criteria; and (6) measuring changes in student attitudes and values. Attention is directed to three purposes of student testing: admission/placement testing, achievement testing, and testing for graduation. Policy issues include: specifying educational quality, achievement and student access, the cost of quality, legal issues surrounding the use of tests for promotion/graduation decisions, and the use of performance criteria in the budget process. It is proposed that concern with the outcomes of college and student achievement is likely to become an increasingly prominent policy issue. (SW)

Descriptors: *Academic Achievement; Access to Education; Achievement Tests; College Admission; *College Students; *Educational Assessment; Educational Policy; Educational Quality; *Educational Testing; Financial Policy; Graduation Requirements; *Outcomes of Education; Postsecondary Education; Resource Allocation Standardized Tests; State Standards; *Student Evaluation; Student Placement

Identifiers: Value Added

ED282507 HE020422

College Outcomes Evaluation Program.

Hollander, T. Edward

New Jersey State Dept. of Higher Education, Trenton.

17 May 1985

27p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEOCT87

Government: State

Guidelines and implementation options for a program to evaluate the outcomes of collegiate education in New Jersey are discussed. A good program must seek to: (1) maintain public confidence; (2) nuture institutional autonomy and individual diversity; and (3) stimulate educational excellence. College outcomes that the program should cover are: student performance as a measure of individual achievement and as an institutional outcome; community-based institutional outcomes; and society-wide institutional outcomes. In addition, information systems may need to be redesigned to report the results of outcomes assessments in ways that can enhance learning and improve programs, the college environment, and institutional performance. Appended is a staff memorandum excerpt that addresses the following topics: course examinations and comprehensive examinations in the major field of study, including the issues of what can be accurately measured through normal testing and the dangers of testing what can be readily measured; assessment of academic proficiencies at the sophomore level; teaching and evaluation of critical thinking and problem-solving skills; assessment of students' progress toward a degree; assessment of postgraduation activity; and reporting on student performance. Also appended is a resolution of the State Board of Higher Education's actions concerning the college outcomes evaluation program. (SW)

Descriptors: College Role; *College Students; Critical Thinking; *Educational Assessment; *Educational Testing; Education Work Relationship; Higher Education; Knowledge Level; *Outcomes of Education; Problem Solving; School Effectiveness; *Student Evaluation; Test Results

Identifiers: *AAHE Assessment Forum; *New Jersey

EJ151649 HE508324

Students Abroad: Expectations Versus Reality

James, Newton E.

Liberal Education, 42, 4, 599-607 Dec 1976

Language: ENGLISH

Journal Announcement: CIJE1977

An assessment of the foreign study experience is offered based on the personal testimony of students who studied abroad. Outcomes were examined in terms of intellectual disposition, relationships with other persons, political orientation, religious orientation, career goals, life goals, and most important personal development. (LBH)

Descriptors: College Students; *Educational Experience; *Enrichment; Foreign Culture; *Goal Orientation; Higher Education; *Individual Development; Interpersonal Competence; *Outcomes of Education; *Student Evaluation; *Study Abroad

EJ323975 HE519895

Public Universities Try Tests and Surveys to Measure What Students Learn.

Jaschik, Scott

Chronicle of Higher Education, v31 n3 p1,16 Sep 18 1985

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJAN86

At the request of governing boards and legislatures, increasing numbers of state colleges and universities are using "value-added" tests and surveys to measure student, learning in college. The measures compare academic achievement and student analytical skills before and after certain periods of college study, usually using standardized examinations. (MSE)

Descriptors: *Academic Achievement; Cognitive Processes; Educational Trends; Higher Education; *Measurement Techniques; *Outcomes of Education; Skill Development; Standardized Tests; *State Colleges; *Student Evaluation; Surveys; Testing; Trend Analysis

Identifiers: *Public Colleges; South Dakota; Tennessee; *Value Added

ED279229 HE020062

Indicators of the Condition of Higher Education.

Jones, Dennis P.

Oct 1985

65p.; Draft copy for review purposes. An earlier report dealt with indicators for elementary and secondary education; see ED 252 976.

Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEJUL87

Target Audience: Policymakers

Indicators of education status and trends for higher education are proposed to engender thought and comment from those who would be the primary users of such a set of indicators. Types of indicators and approaches to constructing them are considered. Indicators describe significant aspects of the system of education with particular emphasis on policy-relevant aspects. Indicators also monitor trends and changes over time, and the data underlying the indicators must be reliable and valid. Data must be converted into indicators in ways that are considered appropriate and acceptable by intended users, presumably state and national policymakers and an informed general public. Indicators have been described by NCES in terms of outcomes, resources, and context. Of concern are student outcomes, discipline/knowledge or research outcomes, economic/societal outcomes, and civic/societal outcomes. Resources can be categorized as follows: institutions, programs and curricula, financial resources, human resources, and physical resources. Additional indicators are the demographic, economic, and political contexts. Ways to calculate each indicator are discussed. The adequacy of current data collection is also adressed. A three-page list of references is included. (SW)

Descriptors: College Environment; Economic Factors; *Educational Assessment; Educational Benefits; Educational Finance; Educational Resources; *Evaluation Criteria; Evaluation Methods; Federal Programs; *Higher Education; *Outcomes of Education; Political Influences; School Demography; School Effectiveness; *Student Evaluation

Identifiers: AAHE Assessment Forum; *Department of Education; *Indicators

ED219038 HE015311

Evaluating Institutional Effectiveness: Planning for the Future. A Report of an Evaluation Study at Nazareth College.

Jones, Virginia
Nazareth Coll., MI.
Oct 1981
40p.; For related documents see HE 015 290-291.
Sponsoring Agency: Kellogg Foundation, Battle Creek, Mich.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEDEC82

The general education component of the curriculum (McGrail Plan) at Nazareth College, Michigan, was evaluated in preparation for a North Central Self-Study. Twenty-five 1980 freshmen and 93 of the 1981 seniors who had completed 4 years of study at the college were administered the American College Testing (ACT) program Objective Test and Activity Inventory of the College Outcomes Measurement Project. The information from these instruments provided specific measures of student performance on the following six education outcomes, which closely parallel those specified by the college: communicating, solving problems, clarifying values, functioning within social institutions, using science and technology, using the arts. Nazareth student scores were compared with normative data derived from 130 other colleges and universities. To determine how students and alumni feel about the McGrail Plan and the overall educational program, the ACT Education Services Survey Student Opinion Survey and Alumni Survey Instruments were used. The Student Opinion Survey was completed by 55 sophomores and 70 juniors in 1981. Among the findings are the following: Nazareth freshmen are average in their entering level abilities in the general education outcomes measures; Nazareth seniors were somewhat lower in entrance-level ability than the senior norm group; in all areas except communicating and solving problems, Nazareth seniors compared favorably to the senior reference group; and significant growth in general education occurs between freshmen and seniors and greatest gains occur in solving problems, clarifying values, and using the arts. Alumni were found to have a positive subjective evaluation of the growth they experienced. (SW)

Descriptors: Academic Aptitude; *Alumni; College Curriculum; College Freshmen; College Seniors; *College Students; Communication Skills; *General Education; Higher Education; *Outcomes of Education; Problem Solving; *Student Attitudes; *Student Evaluation; Testing; Values
Identifiers: *Nazareth College MI

EJ326932 HE520138

Increasing the Use of Student Outcomes Information.

Kinnick, Mary K.

New Directions for Institutional Research, (Assessing Educational Outcomes) n47 p93-109 Sep 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJMAR86

Target Audience: Practitioners; Researchers

The results of student outcomes studies are of little value if they are not used in institutional planning and decision-making. Use of results can be made more effective if researchers understand the obstacles to information use on most campuses and tailor their presentations to overcome them. (Author/MSE)

Descriptors: College Administration; *College Planning; *Educational Assessment; Higher Education; *Information Dissemination; Information Processing; *Information Utilization; Organizational Climate; Organizational Communication; *Outcomes of Education; Research Utilization

ED213340 HE014805
Indices of Quality in the Undergraduate Experience. AAHE-ERIC/Higher Education Research Report No. 4.
Kuh, George D.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
1981
50p.
Sponsoring Agency: National Inst. of Education (ED), Washington, D.C.
Contract No.: 400-77-0073
Available from: Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00 members, $5.50 nonmembers).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); ERIC PRODUCT (071)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL82

Indices and manifestations of quality in undergraduate education are considered and a four-part framework is developed. Context indices represent institutional characteristics that remain relatively stable over time (e.g., expenditures per student and size of student body), while input indices reflect characteristics of entering students (e.g., ability and aspirations). Manifestations of quality are evidenced by involvement and outcome indices; the former characterize interactions between and among students and faculty, such as satisfaction and frequency of contact, and the latter reflect intended products or unintended effects associated with college attendance, such as persistence, academic achievement, and alumni attainments. Commonly used context indicators of quality include size (number of undergraduate students), clarity and consistency of institutional purpose, student living environments, salaries, and decision-making strategies. The following input indices have been used to indicate quality: student ability, biographical characteristics of students, and nonintellective characteristics. Commonly used involvement indices have been instructional activities and informal student teacher interaction. The most often used outcome indices as manifestations of quality have included persistence, student achievement, intellectual and social/emotional development of students, and alumni achievements. Both quantitative and qualitative methodological approaches to quality assessment and societal trends influencing the need for quality indicators are briefly reviewed. These trends include declining enrollments and financial constraints. A bibliography is appended. (SW)

Descriptors: College Environment; College Role; *Educational Assessment; Educational Benefits; *Educational Quality; *Evaluation Criteria; Evaluation Methods; *Higher Education; Institutional Characteristics; *Outcomes of Education; Student Characteristics; Student Development; Student Teacher Relationship; *Undergraduate Study

ED214469 HE014937

The Meaning and Measurement of Quality in the Undergraduate Experience.

Kuh, George D.

Mar 1982

40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); POSITION PAPER (120) .

Geographic Source: U.S.; Indiana

Journal Announcement: RIEAUG82

In an examination of the meaning and measurement of quality in the undergraduate experience, quality is compared with the conceptually similar but distinct concepts of adequacy and excellence. Most of the conceptual frameworks available for assessing quality are essentially unidimensional assessment strategies that rely almost exclusively on quantitative indicators such as student ability or library resources. The most popular multidimensional approach to assessing quality is the input-environment-output model. A redefinition of Stufflebeam's et al. planning and evaluation model includes: context, input, involvement, and outcome. Using these categories, the opinion and empirical research related to quality were reviewed to assess indices of quality. Quantitative quality assessment usually focuses on institutional factors about which objective, standardized measures are available or can be collected, and produce data that (1) can be used for both intra- and interinstitutional comparisons; (2) are amenable to computer-assisted analytic procedures; and (3) are compatible with the psychometric paradigm. For qualitative quality assessments, manifestations such as students' reports of satisfaction with various aspects of the institution or observations of students' involvement in the classroom or other activities are primary data sources. Holistic quality assessments are concerned with: the purpose of the target programs, information about involvement and outcomes of college attendance, an action-orientation, multiple forms of data-gathering, a public and educative function, and a value orientation. (SW)

Descriptors: College Role; *Educational Assessment; Educational Benefits; Educational Objectives; *Educational Quality; *Evaluation Criteria; *Higher Education; Institutional Characteristics; *Outcomes of Education; Program Effectiveness; Student Attitudes; Student Characteristics; Student Development; Student Evaluation; Student Participation; *Undergraduate Study

Identifiers: Schemata

ED153561 HE009882

A Conceptual Framework for Educational Outcomes.

Lenning, Oscar T.; And Others

National Center for Higher Education Management Systems, Boulder, Colo.; Wisconsin Univ., Milwaukee.

Mar 1978

22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIESEP78

Educational outputs are defined as the direct end products, events or conditions that result from facilitation and production processes within educational institutions. The conceptual framework for education outcomes developed by the National Center for Higher Education Management Systems (NCHEMS) is explained. The basic elements of any educational outcomes are discussed, followed by a presentation of other factors important for an in-depth understanding of particular educational outcomes. Six elements identified as critical to defining and differentiating among educational outcomes are: output/impact (degree of directness which characterizes the relation between educational process and educational impact); form (mode or fashion in which the outcome is observed); measureability (degree to which the outcome can be quantitatively described); change status (degree of modification of the status quo associated with the outcome); focus (basic entity that is affected by outcome); and neutrality (value-free character of educational outcomes). Outside factors associated with educational outcomes relate to the producer/facilitator, audience, intention, functional area, and time of outcome. (SPG)

Descriptors: *Accountability; *Educational Assessment; *Educational Benefits; Educational Philosophy; *Higher Education; Learning Processes; Measurement Techniques; *Outcomes of Education; Speeches; Theories

ED166994 HE009786

Assessing Student Educational Progress. AAHE-ERIC/Higher Education Research Currents, April 1978.

Lenning, Oscar T.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Apr 1978

5p.; Some small print may be marginally legible

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Available from: Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($.40)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); REVIEW LITERATURE (070)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUL79

Alternative procedures for assessing college student educational progress and sources of additional information are presented. Traditionally, written tests have been used for assessing educational progress at the college level, but it is now common to think in broader terms of the specific developments and attainments that students are expected to achieve. Educational learning could include the imparting of attitudes and values, value clarification, confidence and self-concept development, development of various personality characteristics, development of improved interpersonal sensitivity and functioning, and the development of occupational habits and skills. Assessment is defined as broader than measurement but narrower than evaluation. The design of an assessment for a particular course, program, or institution should be unique and tailored specifically to the situation at hand. Some general models available that can be modified to meet local needs are described. The need to use multiple measures, or indicators, for a particular learning outcome and more than one method of data collection are desirable. It is usually better to develop local instruments tailored to local needs. Locally-developed, criterion-referenced, paper-and-pencil tests are more frequently of use to colleges and universities than are norm-referenced tests. A number of other types of assessment methods are outlined. (SW)

Descriptors: *College Students; Criterion Referenced Tests; *Educational Assessment; Educational Objectives; Evaluation Criteria; *Evaluation Methods; Higher Education; Measurement Instruments; Models; *Outcomes of Education; *Student Evaluation

Identifiers: Information Analysis Products

ED272114 HE019561

Expanding Knowledge and Clarifying Understanding about the Outcomes Structure and Its Application: A Compilation of Papers.

Lenning, Oscar T.

National Center for Higher Education Management Systems, Boulder, Colo.

1978

211p.; Portions contain small print. For related documents, see HE 019 556-557 and HE 019 560.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: COLLECTION (020); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEDEC86

A conceptual framework for educational outcomes (the Outcomes Structure) developed at the National Center for Higher Education Management Systems (NCHEMS) is addressed in seven papers. The first five papers consider the Outcomes Structure and its general application; the remaining two papers concern the applications of the Outcomes Structure in student affairs administration. Paper titles and authors are as follows: "A Conceptual Framework for Educational Outcomes" (Oscar T. Lenning, Sidney S. Micek, Allan L. Service); "A Conceptual Framework for Identifying and Assessing Needs in Postsecondary Education (O. Lenning); "Using the Outcomes Structure to Test the Adequacy of Outcomes Lists: Tryout at a State University (Jean J. Endo, O. Lenning); "Preliminary Tryout of the NCHEMS Outcomes Structure at Two Sets of Four Colleges" (O. Lenning, Edward G. Lundin); "Assessing Student Educational Progress" (O. Lenning); "Needs Assessment in Student Affairs" (O. Lenning, Andrea C. McAleenan); and "Assessment and Evaluation Related to Student Services" (O. Lenning). (SW)

Descriptors: *Classification; College Administration; *College Attendance; College Planning; Decision Making; *Educational Needs; Educational Objectives; Educational Research; *Needs Assessment; *Outcomes of Education; *Postsecondary Education; Program Evaluation; Student Evaluation; Student Personnel Services

Identifiers: *National Center for Higher Educ Management Systems

ED157454 HE010291

The Outcome Structure: An Overview and Procedures for Applying it in Postsecondary Education Institutions.

Lenning, Oscar T.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

1977

84p.; Parts may be marginally legible due to small type

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Available from: National Center for Higher Education Management Systems, Post Office Drawer P, Boulder, Colorado 80302

EDRS Price - MF01/PC04 Plus Postage.

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC78

Target Audience: Practitioners

An overview of the National Center for Higher Education Management Systems (NCHEMS) Outcomes Structure and its components is presented. The specific practical uses perceived for the Structure in postsecondary education planning, management. evaluation, and other contexts are detailed. Guidelines are provided for using the Structure to accomplish three basic processes: (1) generating useful lists of desired or expected priority outcomes from an institution or institutional unit; (2) classifying the outcomes or outcome information in available lists, for an institution or institutional unit, and discovering where there are important "holes" or "gaps;" and (3) storing and retrieving outcomes information. Guidelines also are presented for orienting institutional and program faculty and staff to the Outcomes Structure and training them to use it. The appendices contain: the coding scheme for the Structure; definitions and outcome measure or indicator examples for the type-of-outcome subcategories; and example of outcomes classified with the Structure using outcomes statements from the NCHEMS Outcomes Inventory; possible copy for a brochure or flier introducing outcome concepts and the Outcomes Structure; important questions and criticisms of the Structure posed by particular reviewers and responses by the developers of the Structure; and some material for possible use at the campus orientation workshops. (SPG)

Descriptors: *Educational Administration; *Educational Assessment; *Educational Benefits; Educational Planning; *Evaluation Methods; Guides; *Higher Education; Needs Assessment; *Outcomes of Education

ED272110 HE019557

The Outcomes Structure: An Overview and Procedures for Applying It in Postsecondary Education Institutions.

Lenning, Oscar T.
National Center for Higher Education Management Systems, Boulder, Colo.
1977
84p.; For related documents, see HE 019 556 and HE 019 560-561.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEDEC86
Target Audience: Administrators; Researchers; Policymakers; Practitioners

A summary of the Outcomes Structure developed by the National Center for Higher Education Management Systems (NCHEMS) is presented. The Outcomes Structure consists of three dimensions: those affected by the outcome (the audience); the type of outcome; and when the outcome occurs or is expected to occur (time). Potential uses of the Outcomes Structure are considered: communication; stimulation; research; and planning, management, and evaluation (e.g., needs assessment; goal identification, assessment, and translation). Guidelines are provided for using the structure to accomplish the following processes: generating lists of priority outcomes, classifying outcomes, and storing and retrieving outcomes information. Suggestions to help trainers and others orient their campus to the Outcomes Structure are included. Appendices include: the coding scheme for the structure, definitions and outcome measure or indicator examples for the type-of-outcome subcategories, an example of outcomes classified with the structure using outcome statements from the NCHEMS Outcomes Inventory, possible copy for a brochure introducing outcomes concepts and the Outcomes Structure; questions and criticisms of the structure posed by particular reviewers and responses from the developers of the structure; and materials for campus orientation workshops. (SW)

Descriptors: *Classification; College Administration; *College Attendance; College Planning; Decision Making; Definitions; *Educational Assessment; *Educational Objectives; Educational Research; Needs Assessment; *Outcomes of Education; *Postsecondary Education; Program Evaluation; Program Implementation; Workshops

Identifiers: *National Center for Higher Educ Management Systems

ED260678 HE018807

Assessment in Higher Education: To Serve the Learner.

Loacker, Georgine; And Others

Oct 1985

43p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985).

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); CONFERENCE PAPER (150)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEJAN86

Target Audience: Teachers; Practitioners

The idea of assessment as learning is discussed, along with the practical history of assessment, and how student assessments should be conducted. Background information covers the use of assessment in business and government, as well as in education and psychology. It is proposed that assessment include: multidimensional sampling of students' abilities in action; observation and judgment of those samples on the basis of explicit criteria; and structured feedback, administered sequentially in relation to a learner's development. Each of these elements in turn must contribute to the growth of the students' ability to self-assess. Issues relevant to beginning, intermediate, and advanced learners are identified, and research on criteria, feedback, and self-assessment is reviewed. To help faculty design individual classroom assessments, consideration is given to: determining a specific ability or expected outcome, identifying component abilities, selecting or designing a stimulus and context, attending to developmental levels, developing criteria, providing for self-assessment, and judging performance and giving feedback. Included are guidelines for judging whether criteria are effective and an example of extending assessment beyond the classroom to a wider curriculum context. (SW)

Descriptors: Academic Ability; Academic Standards; College Faculty; *College Students; *Evaluation Criteria; *Feedback; Guidelines; Higher Education; Intellectual Development; *Outcomes of Education; *Self Evaluation (Individuals); *Student Evaluation

Identifiers: Alverno College WI

ED284893 TM870440

The Why, What, and Who of Assessment: The Accrediting Association Perspective.

Manning, Thurston E.

1986

10p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEDEC87

Accrediting associations assess colleges in order to find out what has been accomplished, and to find out how it might be better accomplished. Assessment of educational outcomes can be a useful way to demonstrate the success of alternative means. However, accrediting agencies do not rely exclusively on outcome measures, since they only assess what has been effective in the past. Outcome measures do not necessarily assess current conditions or predict the future. Accrediting agencies assess students, institutions, and programs according to the institutions stated purposes and objectives, which include the educational achievements of their students. The acceptability of the institutional objectives may also be examined. There is no national agreement, given the heterogeneity of American higher education, on the definition of what it means to have earned a particular degree. Assessment should be performed by the accrediting agencies, the institution, and the states. Difficulties associated with assessment include the complexity of goals, participants, and outcomes; use of the information; the temptation to use shortcuts; and the need for better measurement techniques. (GDC)

Descriptors: *Accrediting Agencies; *Agency Role; Colleges; *Educational Assessment; Educational Testing; Evaluation Criteria; Evaluation Problems; Higher Education; *Institutional Evaluation; *Measurement Objectives; Organizational Objectives; *Outcomes of Education; State Programs; Testing Programs

EJ351001 HE522064

Northeast Missouri State University's Value-Added Assessment Program: A Model for Educational Accountability.

McClain, Charles J.; And Others

International Journal of Institutional Management in Higher Education, v10 n3 p252-61 Nov 1986

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJUL87

Northeast Missouri State University's Value-Added Student Assessment grew from the idea that an institution should be able to determine the value added to a person as he or she proceeds through the educational system, as measured by student output performances. This provides accountability to the students, faculty, staff, and external constituencies. (Author/MSE)

Descriptors: *Accountability; College Administration; Evaluation Criteria; *Evaluation Methods; Higher Education; Institutional Research; *Outcomes of Education; School Responsibility; *Self Evaluation (Groups); State Universities; *Student Evaluation

Identifiers: *Northeast Missouri State University; *Value Added Model

EJ271447 HE516375

Outcome-Based Instructional Management: A Sociological Perspective.

Spady, William C.

Australian Journal of Education, v26 n2 p123-43 Aug 1982

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJMAR83

Outcome-based educational philosophical principles and program characteristics are described, with a focus on changes in the management of time, students, instructional resources, and testing required of both teachers and administrators by such programs. Outcome-based approaches require an instructional management system that is assessment-driven rather than assignment-driven. (Author/MLW)

Descriptors: *Competency Based Education; *Curriculum Development; Educational Administration; *Educational Assessment; Educational Improvement; Foreign Countries ; Higher Education; *Instructional Systems; Mastery Learning; Models; *Outcomes of Education; Program Evaluation

EJ349459 HE521974

The Push to Assess: Why It's Feared and How to Respond.

Spangehl, Stephen D.

Change, v19 n1 p35-39 Jan-Feb 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJUN87

Assessment is intended to raise in value what the public gets for the dollars it invests, in education, not to raise new dollars for educational institutions. To many people within universities, assessment is perceived as a threat. Ways to reduce anxiety that comes with assessment are discussed. (MLW)

Descriptors: Access to Education; *Accountability; *Educational Assessment; *Educational Improvement; *Educational Quality; Higher Education; Institutional Evaluation; *Outcomes of Education; Testing

EJ175935 HE509794

A Perception-based Model for the Evaluation of Career and Value Education within the Liberal Arts

Stanton, Charles M.

Journal of Higher Education, 49, 1, 70-81 Jan/Feb 1978

Available from: Reprint Available (See p. vii): UMI

Language: ENGLISH

Journal Announcement: CIJE1978

A model to evaluate programs that stress career and values education has been developed by Project COVE of St. Louis University. Its desired outcomes and characteristics are presented along with its processes. (Author/LBH)

Descriptors: *Career Education; College Role; *Educational Assessment; Ethical Instruction; *Evaluation Methods; Higher Education; *Liberal Arts; *Models; *Outcomes of Education; *Values

Identifiers: Project COVE; Saint Louis University MO

ED279224 HE020057

The Education Indicators Project in the U.S. Department of Education.

Stern, Joyce D.

Apr 1986

28p.; Paper prepared for the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1986). Best copy available. This document is a follow-up of ED 252 976.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUL87

The progress of the indicators project of the U.S. Department of Education is reported as a follow-up to a 1985 Department of Education publication, "Indicators of Education Status and Trends," which attempted to identify those items that could be considered as significant indices of the health of education in the United States. In addition to a working definition of an indicator, three categories of indicators are identified: outcomes, resources, and context. The indicators project has involved identification and assessment, analysis, and development. Identification and assessment involves search for data that meet the working definition of an indicator. Examples of surveys/studies that have produced indicators are considered, including the Fast Response Survey System, the National Assessment of Educational Progress, the Second International Mathematics Study, and the Gallup Poll. Examples of indicators that entail extensive analysis are also provided, including scores on the Scholastic Aptitude Test and the American College Testing Program. Development work of the indicators project has produced a new indicator, "school climate," and a major developmental effort has focused on postsecondary education indicators. Future directions for the indicators project are discussed. Appended is a summary of a November 1985 meeting of the Advisory Panel on Postsecondary Education and a list of advisory panel members. Tables and figures are provided. (SW)

Descriptors: College Environment; Economic Factors; *Educational Assessment; Educational Finance; Educational Resources; Evaluation Criteria; *Federal Programs *Higher Education; *Outcomes of Education; Political Influences; School Demography School Effectiveness; *Student Evaluation

Identifiers: AAHE Assessment Forum; *Department of Education; *Indicators

ED284371 EA019605

The Condition of Education: A Statistical Report. 1987 Edition.

Stern, Joyce D., Ed.; Chandler, Marjorie O., Ed.

Center for Statistics (OERI/ED), Washington, DC.

Sep 1987

252p.; For 1986 edition, see ED 277 162.

Report No.: OERI-CS-87-365

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 065-000-00309-1; $12.00).

EDRS Price - MF01/PC11 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEDEC87

Government: Federal

Target Audience: Researchers

This annual report presents statistical information in a chartbook format on education indicators derived from studies conducted by the Center for Education Statistics and from other surveys and studies conducted within and outside the Federal Government. The first half provides indicators of the outcomes, resources, and context of elementary and secondary education. Outcome indicators are presented for student performance in general and for transitional skills at high school completion. Resource indicators cover fiscal, material, and human resources, while context indicators include student characteristics, aspects of the learning environment, perceptions of school teachers and the general public, and competency requirements for high school graduation and for teacher certification. The second half provides a similar set of indicators for postsecondary education. Outcome indicators include student achievement, trends in higher education attainment, degrees conferred, activities following graduation, and economic outcomes. Resource indicators focus on fiscal resources: expenditures per student, revenues, and Federal financial aid programs. Context indicators focus entirely on student characteristics: enrollments by type and control of institution, selected personal characteristics, and enrollment patterns by age groups and by ethnicity. Appended are supplementary tables and technical notes, a description of standard errors and their uses, sources of data, and a glossary. A complete index is provided. (TE)

Descriptors: Academic Achievement; *Educational Assessment; Educational Environment; Educational Finance; *Educational Resources; *Educational Trends; Education Work Relationship; Elementary Secondary Education; Enrollment Trends; Ethnic Distribution; Expenditure per Student; Higher Education; *Outcomes of Education; Public Opinion; School Demography; *School Statistics; Statistical Analysis; Student Characteristics; Surveys; Teacher Attitudes

Identifiers: Department of Education

EJ326931 HE520137

Designing Follow-Up Studies of Graduates and Former Students.

Stevenson, Mike; And Others

New Directions for Institutional Research, (Assessing Educational Outcomes) n47 p81-91 Sep 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJMAR86

Target Audience: Practitioners; Researchers

Followup studies of former students provide important information for higher education institutions. Careful planning, early involvement of users of the information, and multiple data presentation strategies are some keys to success for such studies. (MSE)

Descriptors: Alumni; College Graduates; *Dropouts; *Educational Assessment; *Followup Studies; *Graduate Surveys; Higher Education; Information Utilization; *Outcomes of Education; *Research Methodology; Research Utilization; Transfer Students

ED205082 HE014108

Qualitative Evaluation and the Assessment of Program Quality. AIR Forum 1981 Paper.

Straumanis, Eric

May 1981

33p.; Paper presented at the Annual Forum of the Association for Institutional Research (21st, Minneapolis, MN, May 17-20, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEDEC81

The concept of quality is analyzed with special attention to its different senses in two contexts: qualitative evaluation and assessment of educational program quality. The view that evaluation of program quality cannot be validly expressed in quantitative terms and that qualitative evaluation methodologies have special relevance for the assessment of quality is criticized. An important step is to determine the central purpose or essential function of a program by expert judgment supported by good arguments. Statements of central purpose must be refined into statements of specific manifestations of quality. When the manifestations have been specified, it is possible to develop, through empirical research methods, indicators that predict the occurrence of the manifestations. In order to make a quality ranking, values of the indicated variables (which represent the manifestataions of quality) must be aggregated into a composite index of quality. If aggregation is not possible, profiling (i.e., talking of the various dimensions of value that fall within the scope of quality) is indicated. It is argued that valid quantitative and qualitative indicators can be developed if one has a model linking indicator with indicated variables. The distinctions that are made are designed to provide the conceptual framework that would underlie research designs for assessments of program quality. (SW)

Descriptors: *Educational Assessment; *Educational Objectives; *Educational Quality; Higher Education; *Outcomes of Education; Prediction; Predictor Variables *Program Evaluation; *Research Design

Identifiers: *AIR Forum

EJ330015 HE520348
A Value-Added Student Assessment Model, Northeast Missouri State University.
Taylor, Terry
Assessment and Evaluation in Higher Education, v10 n3 p190-202 Fall 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJMAY86
Target Audience: Practitioners

A competency-based student assessment model that attempts to measure the value added to a student as he goes through the university curriculum, sometimes used as a measure of educational quality, and its effects on the students, faculty, and curriculum are examined. (MSE)

Descriptors: College Curriculum; College Faculty; *College Students; Competency Based Education; *Educational Quality; *Evaluation Methods; Higher Education; *Outcomes of Education; State Universities; *Student Evaluation

Identifiers: *Northeast Missouri State University; *Value Added Model

ED284895 TM870442

The Case for Unobtrusive Measures.

Terenzini, Patrick T.

1986

17p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEDEC87

Unobtrusive measures are recommended as a means of assessing educational outcomes of colleges. Such measures can counteract the response bias which is common in questionnaires and interviews. Outcomes researchers are, in fact, asked to supplement standard measures with unobtrusive measures. Interesting data may result from observation of students' social interaction and seating patterns, or the tenor of student graffiti and campus bulletin boards. Unobtrusive measures are warranted on the measurement grounds of reliability due to multiple measures, or increased sampling. In addition, observation of behavior is a more valid measure of attitudes than an interview in which the responses may be biases. Unobtrusive measures may be much less costly than standard tests, since conclusions may be drawn from data which have already been collected and stored. The prudence of unobtrusive measures is demonstrated by the wisdom of using multiple measures to assess something as multifaceted as the quality of a college education. Some examples of this type of measurement include the analysis of students' course-taking patterns. (GDC)

Descriptors: Colleges; Cost Effectiveness; *Educational Assessment; Error of Measurement; Evaluation Criteria; *Evaluation Methods; Higher Education; *Informal Assessment; *Institutional Evaluation; *Naturalistic Observation; *Outcomes of Education; Student Evaluation; Testing Problems

Identifiers: *Unobtrusive Measures

ED268872 HE019237

Those Standardized Competency Examinations: What Do They Really Tell Us about Our Student Bodies? ASHE 1986 Annual Meeting Paper.

Tompkins, Loren D.; Mehring, Teresa

Feb 1986

30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Kansas

Journal Announcement: RIESEP86

Scholastic and personal characteristics of students undertaking exit competency examinations are investigated. Research questions concerned: what the tests measure, whether the tests provide unique information or are duplicating other easily obtained measures, whether it is possible to increase the probability of student success by controlling early higher educational experiences, and whether a workable definition of competency can be inferred. Analysis was undertaken for 1,195 Kansas public university undergraduates who took the Pre-Professional Skills Tests in Math and English and the Nelson-Denny Reading Achievement Test. Information from transcripts was obtained on American College Testing Program scores, general education enrollment patterns, student classification, grade point average, and major. Based on multiple regression analysis, it was found that competency as defined by tests is a pure function of scholastic ability only at the extremes of the distribution, with personal factors manifesting increased importance in the definition of competency for the majority of the students involved. Included are suggested actions that can be taken by faculty, student service providers, and administrators in dealing with public demands for quality assurance. (SW)

Descriptors: Academic Ability; *Achievement Tests; *Competence; Educational Testing; Higher Education; Language Tests; Mathematics Tests; *Outcomes of Education; Reading Tests; Student Characteristics; *Student Evaluation; Testing; *Undergraduate Students

Identifiers: *ASHE Annual Meeting; Kansas; *Nelson Denny Reading Tests; Preprofessional Skills Tests

EJ328307 HE520266
Are They Learning Anything in College?
Turnbull, William W.
Change, v17 n6 p22-26 Nov-Dec 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAPR86

Effectively assessing higher education will require new partnerships, a close look at the goals of teaching and learning, and respect for each system's diversity. An arrangement through which institutions and state systems could work together in experimenting with assessment alternatives is advocated. (MLW)

Descriptors: *College Students; *Educational Assessment; Educational Objectives; *Educational Quality; *Higher Education; Learning; *Outcomes of Education

ED260679 HE018808

What Undergraduates Learn: The Role of Assessment in Large Research Universities.

Wallace, John

Oct 1985

20p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985).

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEJAN86

Target Audience: Practitioners

Undergraduate education at large research universities and the importance of assessment are considered. After summarizing some special characteristics of large research universities, two problems are addressed: the lack of purposiveness in undergraduate education, and the widespread failure to achieve the learning outcomes professed for undergraduate education. The potential of assessment to introduce more coherence and purposiveness into undergraduate education in large research universities is discussed. Limits of assessment in solving the problem are also considered, with attention to other aspects of the problem: funding for undergraduate education, and integration of undergraduate education with the other functions of research universities. Principles to guide the design of assessment activities include: (1) assessment of learning outcomes should be part of a framework that is accepted by faculty and includes deliberation about what students should learn, inquiry into what they do learn, and action to adjust educational practices; (2) the assessment framework should be accepted by students and employers; (3) assessment should emphasize continuities with learning in elementary/secondary education; (4) formal assessment should be employed; and (5) the use of intensively evaluated pilot programs should be increased. (SW)

Descriptors: Articulation (Education); *College Students; *Educational Objectives ; Higher Education; *Outcomes of Education; *Student Evaluation; *Undergraduate Study; *Universities

Identifiers: *Research Universities

EJ301708 JC503519

Measuring the Quality of Nontraditional Graduates: An Evaluation of the ACT College Outcomes Measurement Project Objective Test

Ward, Eric F.; Pringle, Robert A.

North Central Association Quarterly, v58 n4 p367-76 Spr 1984

Available from: UMI

Language: English

Document Type: RESEARCH REPORT (143)

Journal Announcement: CIJOCT84

Reports on the methods and findings of a study conducted to test the validity of the College Outcome Measures Project (COMP) objective test for use with nontraditional program graduates. Describes the COMP, which assesses skills related to functioning in social institutions; using science, technology, and the arts; communicating; solving problems; and clarifying values. (DMM)

Descriptors: College Graduates; Higher Education; *Nontraditional Education; *Nontraditional Students; *Outcomes of Education; *Program Effectiveness; Scores; *Student Evaluation; *Test Validity

Identifiers: *College Outcomes Measurement Project

ED225026 CE034979
Cost-Outcome Analysis. Local Leader Guide X. Locally-Directed Evaluation Handbook. Second Edition.
Wentling, Tim L.; Piland, William E.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Oct 1982
21p.; For related documents, see ED 204 541 and CE 034 969-981.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJUN83
Government: State
Target Audience: Practitioners

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers cost and outcome analysis, a method of relating both monetary and nonmonetary returns to investments for the purpose of improving program planning and decision making. Throughout this activity, the term "benefits" connotes both educational performance and dollar outcomes. Both outcomes and costs are focused on in this activity so that costs are assessed in relation to benefits. The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. The second section of the guide is a procedure/ task breakdown, which outlines suggested tasks for conducting the evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

Descriptors: Adult Education; Adult Vocational Education; *Cost Effectiveness; *Educational Assessment; Educational Benefits; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Guidelines; Leaders Guides; *Outcomes of Education; Postsecondary Education; Program Development; *Program Evaluation; Program Implementation; Program Improvement; *School Districts; Secondary Education; Technical Education; Vocational Education

Identifiers: Illinois

EJ308569 HE518770

Evaluating Educational Processes and Outcomes: The Macro-Practice Social Work Knowledge Test.

Whiteman, Victor L.; Nielsen, Margaret

Journal of Education for Social Work, v20 n3 p36-44 Fall 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR85

A reliable measure of knowledge of social work facts and practice concepts in the areas of policy, administration, research, and evaluation is described, including the process of item development and selection, assessment of content validity, test administration, scoring, applications for individual educational planning, and use in program evaluation. (MSE)

Descriptors: Administration; *Evaluation Methods; Higher Education; *Outcomes of Education; Policy; *Professional Education; Research Skills; *Social Work; *Student Evaluation; *Test Construction; Test Reliability; Test Validity

Identifiers: Macro Practice Social Work Knowledge Test

ED280341 HE020156

Designing a Student Outcomes Study: The Eastern New Mexico University Experience.

Wilkinson, Robert

Jan 1986

24p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Mexico

Journal Announcement: RIEAUG87

Experiences of Eastern New Mexico University in conducting a student outcomes study are described. After tracing the background of the study, the following outcome dimensions are described: knowledge outcomes, skills outcomes, attitudes and values, student relationship with the university, and occupational outcomes. The university's Student Impacts and Outcomes Committee proposed that the study begin with the entering fall 1986 freshman class, which was estimated to be about 600 students. The committee also recommended annual surveying of all entering freshman, second semester sophomores and/or first semester juniors, and graduating seniors. Committee recommendations for developing an outcomes study included: top administrative support and campus support is needed before trying to implement the study; the literature on various theories of student development and student outcome dimensions should be reviewed; and various data collection instruments for evaluating outcomes dimensions should be evaluated. Issues concerning data collection and reporting study results are addressed. (SW)

Descriptors: Alumni; *College Students; *Educational Assessment; *Evaluation Criteria; Graduate Surveys; Higher Education; Institutional Research; Knowledge Level; *Outcomes of Education; *Program Development; Skill Development; Student Attitudes; Student College Relationship; *Student Development; Values

Identifiers: *Eastern New Mexico University

ED284889 TM870436

Assessing the Outcomes of Higher Education. Proceedings of the ETS Invitational Conference (47th, New York, New York, October 25, 1986).

Educational Testing Service, Princeton, N.J.

1987

114p.; For individual papers see TM 870 437-444 and ED 281 400.

Report No.: ISBN-0-88685-062-2

Available from: Invitational Conference Proceedings, Educational Testing Service, Princeton, NJ 08541-0001.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEDEC87

Nine papers were presented at the 1986 Educational Testing Service Invitational Conference on outcomes assessment in higher education. The Award for Distinguished Service to Measurement was awarded to Frederic Kuder for development of the Kuder-Richardson 20 and KR-21 formulas for test reliability, the Kuder Preference Record, and the Kuder Occupational Interest Survey. The papers included a discussion of the goals and realities of American higher education (W. Ann Reynolds); the college's perspective of assessment (John W. Chandler); the state's perspective (Eleanor M. McMahon); and the accrediting association's perspective (Thurston E. Manning). Discussions also focused on critical validity issues in college assessment (Eva L. Baker); the case for unobtrusive measures (Patrick T. Terenzini); use of assessment to improve instruction (K. Patricia Cross); and value-added student assessment (Ernest T. Pascarella). In addition, Russell Edgerton presented a critical history of assessment in the form of a play. (GDC)

Descriptors: Academic Standards; Accountability; Accreditation (Institutions); College Students; *Educational Assessment; *Educational Objectives; Educational Policy; *Educational Testing; Government Role; *Higher Education; *Institutional Evaluation; *Measurement Objectives; *Outcomes of Education; Testing Problems; Testing Programs; Test Use; Test Validity

Identifiers: Kuder (Frederic); Value Added

ED177928 HE011313

Assessment at Alverno College.

Alverno Coll., Milwaukee, Wis.

1979

65p.

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.

Available from: Alverno College, 3401 S. 39th Street, Milwaukee, WI 53215

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: GENERAL REPORT (140)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEMAR80

The Alverno College faculty reports on its development and use of assessment (rather than testing) to elicit, diagnose, and certify student abilities as part of its outcome-centered approach to liberal education. Assessment is defined as a more complete challenge to both the process and the content of a student's learning, achieving a more personal, specific and integrated view of her developing competence. The book raises several inevitable questions (e.g., reliable observing, accurate sampling of a student's abilities, defining appropriate criteria), and explains how the faculty of this small, urban Catholic college for women discovered assessment as essential to their approach to liberal learning. It is shown that the authors' view of competence as "generic," "developmental" and "holistic" requires certain qualities in each Alverno assessment technique. Ways in which faculty members design assessments are demonstrated, as well as how assessors are recruited and trained. In one chapter, students reflect on the experience of being assessed and learning to assess. A final chapter reviews the elements of the college's assessment system, and assessment's impact on the faculty. The book repeatedly stresses beginning with a clear focus on the outcomes to be assessed, in developing individual techniques or an overall system. It is emphasized that assessment is a learning experience for students and faculty alike. (Author/LBH)

Descriptors: Church Related Colleges; College Students; *Competence; *Evaluation Methods; Higher Education; *Liberal Arts; *Outcomes of Education; Single Sex Colleges; Small Colleges; *Student Development; *Student Evaluation

Identifiers: *Alverno College WI

ED282615 JC870274

Florida's Progress toward Excellence in Education in the State Community College System. A Report to the State Board of Education.

Florida State Board of Education, Tallahassee.

Dec 1985

49p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEOCT87

Government: State

Covering the 1983-84 academic year, this report describes the status of the Florida state community college system according to 19 different indicators of progress toward excellence. The 19 indicators are: (1) academic scholarships and fellowships awarded to graduates; (2) College Level Academic Skills Test scores; (3) findings of follow-up studies of graduates (including data on commmunity college transfers to state universities); (4) licensure examination pass rates of graduates; (5) percent of degree-seeking students who are awarded degrees; (6) percent of students who complete compensatory instruction, then continue on to receive degrees or certificates; (7) average full-time faculty salary; (8) number of National Merit Scholars enrolled as first-time-in-college students; (9) percent of first-time-in-college students who ranked in the top tenth of their high school graduating classes; (10) percent of full-time faculty by highest earned degree; (11) results of tests administered to students entering colleges for the first time; (12) state financial aid per full time equivalent (FTE) student; (13) accreditation; (14) FTE student/FTE faculty ratios; (15) library expenditures per FTE student; (16) operating expenditures per FTE student; (17) progress toward faculty and administrator goals of the State Plan for Equal Access/Equal Opportunity (EA/EO); (18) progress toward student goals of the state plan for EA/EO; and (19) program, school, or college rank. For each indicator, information is provided on type and definition of indicator; analysis of the status of the indicator; rank of Florida nationally on the indicator; and source of the data. (PAA)

Descriptors: Academic Achievement; Accreditation (Institutions); College Faculty *College Transfer Students; *Community Colleges; *Educational Assessment; *Educational Quality; Expenditure per Student; *Outcomes of Education; State Surveys; State Universities; Teacher Student Ratio; Two Year Colleges; *Two Year College Students

Identifiers: *Florida

BEST COPY AVAILABLE

ED251036 HE017901

In Pursuit of Degrees With Integrity: A Value Added Approach to Undergraduate Assessment.

American Association of State Colleges and Universities, Washington, D.C.; Northeast Missouri State Univ., Kirksville.

1984

102p.; Some pages have small print.

Report No.: ISBN-0-88044-106-2

Available from: American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036-1193.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAPR85

The Value-Added Program at Northeast Missouri State University is discussed. The value-added approach emphasizes the use of existing resources to enhance student learning, as well as the evaluation of student learning and personal development through regular assessment. To indicate the need for a value-added approach, the current crises confronting higher education are reviewed, along with both traditional and value-added responses to dealing with these problems. Information is also provided on how the value-added approach relates to academic standards, measurements, and other data. Prerequisites for implementing this approach at a college or university are considered, including having clear goals and objectives, the capacity to collect and monitor student progress, and an evaluation strategy. Attention is also directed to: basic challenges in implementing the value-added approach, assessing quality, measurement and curriculum, student motivation, and validity. Five case studies designed to demonstrate how the value-added approach has provided the perspective and mechanisms for solving concrete problems are presented. Appendices include information on the assessment instruments, three newspaper articles, and the Northeast Missouri State University Graduating Student Questionnaire. (SW)

Descriptors: Accountability; Case Studies; Data Collection; Educational Assessment; *Educational Quality; *Evaluation Methods; Higher Education; *Outcomes of Education; Problem Solving; Questionnaires; *Student Evaluation; *Undergraduate Study

Identifiers: *Northeast Missouri State University; *Value Added

ED283498 HE020538

Longwood College Involvement Project.

Longwood Coll., Farmville, VA.

Apr 1986

38p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Virginia

Journal Announcement: RIENOV87

Longwood College's Involvement Project to promote student development is described, and specific assessment materials are provided. Included is an involvement transcript that helps students assess their college accomplishments and how to translate learning experiences into competencies. Fourteen student goals and skills and knowledge areas are specified, as well as opportunities for their acquisition. Details are provided for the goals of effective communication, interpersonal effectiveness, sense of awakening, and critical thinking. The enclosed activities record enables students to document whether they participated in specific groups and activities, the leadership position they held, and dates of membership. The 14 skills and subcategories of skills are included on a worksheet that allows students to write in the specific activities they did for each skill area in order to show how their activities translated into skills. Also included is an Involvement Survey, which helps students see the areas of development on whicn they are concentrating or neglecting, as well as their relative progress toward the 14 goals. Appended is a 1987 "Proposal for Longwood College Center for Excellence, Individual Student Development" by William S. Moore. (SW)

Descriptors: *College Students; *Educational Objectives; *Experiential Learning; Higher Education; Knowledge Level; Learning Experience; *Outcomes of Education; Skill Development; Small Colleges; State Colleges; Student Development; *Student Participation

Identifiers: *AAHE Assessment Forum; *Longwood College VA

ED222102 HE015341

Outcomes Assessment--A New Era in Accreditation. The Proceedings of the Annual Convention of the Middle States Association of Colleges and Schools (93rd, Philadelphia, Pennsylvania, December 5-7, 1979).

Middle States Association of Colleges and Schools, Philadelphia, PA.

1980

102p.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEMAR83

Proceedings are presented of the 1979 meeting of the Middle States Association of Colleges and Schools, which includes speeches on outcomes assessment along with the business meeting of the Association. In the keynote address, "Outcomes Assessment--A New Era in Accreditation," Howard R. Bowen identifies goals an educational institution would likely try to achieve: cognitive development of students; aesthetic sensibility; emotional and moral development; practical competence in citizenship, work, and family life; and direct satisfactions and enjoyment from education during the school and college years as well as in later life. He suggests principles that might be followed in the identification and evaluation of outcomes, including: assessment could be linked to all the major goals of education and not confined to those that are easily testable or that relate to finances; outcomes assessment should be based on the study of alumni as well as students; and an outcomes assessment could be concerned with change in students as a result of their educational experience. Additional speeches are as follows: "From the Depression to the Revolution" (Abraham H. Lass); "Testing the Test--A New Era in Assessment" (George H. Hanford); and "Assembly of Elementary Schools" (Barbara R. Frey). Additional contents include the following: reports of the officers and commissions of the association; the charter and by-laws of the association; the program of the meeting; and a list of the officers, board of trustees, commission members, honorary members, committees, and delegates. (SW)

Descriptors: Accountability; *Accreditation (Institutions); *Aptitude Tests; College Admission; College Entrance Examinations; College Graduates; College Students; *Educational Assessment; Educational Benefits; Educational Objectives; Elementary Secondary Education; Higher Education; Institutional Evaluation; *Outcomes of Education; Professional Associations; Scores; Student Development; Student Evaluation; Testing

Identifiers: Middle States Association of Colleges and Schools; *Scholastic Aptitude Test

ED235738 HE016718

Quality of Education in Small Colleges: Colleges of Pride, Determination and Optimism. A Study of The Brunswick Foundation's Small College Program.

Brunswick Foundation, Inc., Skokie, IL.

Jan 1983

43p.; For related document, see HE 016 717.

Available from: The Brunswick Foundation, One Brunswick Plaza, Skokie, IL 60077.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEMAR84

The quality of education in small colleges is considered, and Brunswick Foundation's Small College Program is described. After an overview concerning problems of small colleges (those with enrollments of 2,000 and less), attention is directed to the Small College Program, which provides grants to reward colleges undertaking exceptional action programs. The Foundation's surveys of small colleges to determine their major concerns are described, and examples of typical survey questions and responses are provided. Views of the Foundation on quality in higher education, techniques for judging or measuring quality, and who should assess quality are explained. Additionally, small colleges' responses to the Foundations's quality of education surveys are examined, based on a university team's analysis of survey results. Schools' definitions of quality are identified as follows: the qualities of the persons graduated by the college, the educational process, and a specialty focus (academic program or a group of learners with special needs). The schools' orientations are also considered: traditional liberal arts, both liberal arts and career education, or only career preparation. Additional topics include alumni outcomes, faculty development, and support services basic to educational quality. (SW)

Descriptors: Alumni; Ancillary School Services; Career Education; College Faculty ; College Programs; Educational Benefits; *Educational Objectives; *Educational Quality; *Evaluation Criteria; Grants; Higher Education; Liberal Arts; *Needs Assessment; *Outcomes of Education; Philanthropic Foundations; Private Financial Support; Recognition (Achievement); School Surveys; *Small Colleges

Identifiers: *Brunswick Foundation Small College Program

ED282466 HE020198

Research and Development Update.

College Entrance Examination Board, New York, N.Y.

Jan 1987

7p.; Papers presented at the National Forum of the College Board (October 1986).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: SERIAL (022); POSITION PAPER (120)

Geographic Source: U.S.; New York

Journal Announcement: RIEOCT87

College outcomes evaluation is discussed in two papers. In "The Political Economy of Assessment," Joseph P. O'Neill considers standards of accountability, American reliance on faculty to assess, and the danger of validating quality by external examination. By using the credit-hour system, a quantity indicator (time), is used as a standard. There is no mechanism external to the classroom to verify the integrity of the baccalaureate degree; the faculty member teaches, examines, and certifies. It is noted that large classes and extensive use of graduate students and part-time faculty have necessitated outside validation of quality. Five axioms important to the successful assessment of student progress in college and the complexities of measuring "value added" are considered by William W. Turnbull in "Can 'Value Added' Add Value to Education?" It is suggested that assessment cover many dimensions of student growth and learning and that a variety of assessment techniques be used, along with a baseline measure of the skills that the student has on entry. A way to assess the accomplishments of graduating students and to express the results in terms that have meaning from year to year or across departments or institutions is proposed. (SW)

Descriptors: Academic Standards; *Accountability; *Educational Assessment; *Educational Quality; Higher Education; Instructional Effectiveness; *Outcomes of Education; School Effectiveness; Student Development; *Student Evaluation; Teacher Role

Identifiers: *Value Added

ED266172   TM860116

Resource Papers and Technical Reports. Research into Practice Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
Nov 1985
174p.; For individual reports see TM 860 117-119.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Grant No.: NIE-G-83-0001
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN86

This document contains three papers developed by the Center for the Study of Evaluation's (CSE's) Research into Practice Project. The first paper, "A Process for Designing and Implementing a Dual Purpose Evaluation System," by Pamela Aschbacher and James Burry, provides a model for evaluating programs for two purposes simultaneously: (1) program improvement; and (2) policymaking. While this paper was written to answer needs of individuals interested in educational evaluation, it can also provide formative information for local program managers and serve the accountability and reporting needs of a state legislature, district office, or other policymaking body. The second paper, "The Credibility of Student Self-Reports," by C. Robert Pace et al., demonstrates that there are many ways to confirm the accuracy, reliability, and validity of student self reports. Part 1 summarizes highlights from the literature and adds comments from the author's research; Part 2 reports on three questionnaires. The third paper "Assessing Instructionl Outcomes," by Eva L. Baker and Harold F. O'Neil, Jr., presents a discussion of outcome assessment that puts into context the evolution of measurement from its beginnings up to its present state. It looks at commonly used psychometric measures, including criterion-referenced, norm-referenced and domain-referenced tests. A special model of evaluation, designed to be adapted especially to the problem of new technologies, is offered. (LMO)

Descriptors: Accountability; Criterion Referenced Tests; *Educational Assessment *Educational Technology; Elementary Secondary Education; Error of Measurement; *Evaluation Methods; Evaluation Needs; Higher Education; Models; Norm Referenced Tests; *Outcomes of Education; Program Evaluation; *Questionnaires; Self Evaluation (Individuals); Student Characteristics; Surveys; *Validity

ED268142 TM860035

Student Achievement in Illinois: An Analysis of Student Progress. Third Annual Illinois Student Achievement Report.

Illinois State Board of Education, Springfield.
Jun 1985
109p.; For related documents, see ED 237 536, ED 238 921, and ED 247 263.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAUG86
Government: State

This third annual report on student achievement in Illinois continues the State Board of Education practice of providing a synthesis of a variety of achievement measures. Test results used for this report come from: (1) Illinois Inventory of Educational Progress (IIEP); (2) Scholastic Aptitude Test (SAT); (3) National Assessment of Educational Progress; (4) American College Test; (5) Decade Study Test; and (6) Second International Mathematics Study. Data collected regarding student performance in mathematics showed that although the achievement of Illinois students is at the national average, the nation as a whole compares unfavorably with other countries. Science scores for Illinois students were at the national average, and the IIEP (used only in Illinois) showed improvement in grades four, eight, and eleven. Reading achievement scores indicated that no great movement took place, although fourth, eighth and eleventh grades showed a slight drop. Across all curricular areas was the concern that students were not performing well on test items requiring higher order thinking skills (analysis, synthesis, evaluation, and problem-solving). Student factors most important in explaining performance levels were student expectations/standards of performance, number of relevant courses taken, and parental influences. School size was the strongest single influence among school factors and performance was higher in high schools with more than 215 students. The report provides support for at least four major reforms: (1) establishment of learner outcomes at the state and local levels; (2) need for a statewide assessment process; (3) reorganization and/or consolidation of small high schools; and (4) state initiative for early childhood education to increase levels of achievement. A brief list of references and related readings is included. (LMO)

Descriptors: *Academic Achievement; Achievement Tests; College Entrance Examinations; *Educational Assessment; Educational Environment; Educational Trends Elementary Secondary Education; Institutional Characteristics; Local Norms; Mathematics Achievement; National Norms; *Outcomes of Education; Parent Influence; Reading Achievement; School Size; Science Programs; *State Programs; Student Characteristics; *Student Evaluation; *Test Results

Identifiers: American College Testing Program; Decade Study Test; *Illinois; Illinois Inventory of Educational Progress; National Assessment of Educational Progress; Scholastic Aptitude Test; Second International Mathematics Study

EJ340216 HE521140

The Governors' Report on Education: Text of the Section on College Quality.

Chronicle of Higher Education, v33 n1 p79-80,82-84 Sep 3 1986

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJDEC86

The text is provided of the National Governors' Association report on the quality of undergraduate education, the state role, student assessment as a means of measuring educational quality, institutions that have implemented successful assessment programs, and the actions needed of governors, legislatures, coordinating and governing boards, and accrediting agencies. (MSE)

Descriptors: Access to Education; Accrediting Agencies; Change Strategies; College Role; College Students; Educational Assessment; *Educational Quality; Employment Potential; Futures (of Society); Government School Relationship; *Higher Education; Leadership Responsibility; *Outcomes of Education; *State Government; Student Attitudes; *Student Evaluation; Undergraduate Study

Identifiers: *Institutional Effectiveness; *National Governors Association; Time for Results (Governors 1991 Report on Educ)

ED283497 HE020537

The Growth of a Model College. King's College. A Report of the President, 1986.

King's Coll., Wilkes-Barre, Pa.

1986

50p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

Available from: Public Relations and Marketing Office, King's College, 133 N. River St., Wilkes-Barre, PA 18711 (free).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIENOV87

An assessment model at King's College (Pennsylvania) is described, which involves redesigning the general education core curriculum with competency-based measures. The new learning plan for the core curriculum establishes graduation competencies and regular monitoring of student progress. The plan supports a value-added approach to curriculum and student learning outcomes. Components of the plan include: pre- and post-testing, descriptive competency statements and measurements, competency growth plans, integrated effective writing and critical thinking assessment, senior level capstone course, senior level integrated assessment in major field, and development of teaching strategies to assist students to become active learners. Information is provided on these components and on the summer advisement and orientation program for freshmen and transfer students, alumni surveys, library competency for accounting students, computer competency for psychology majors, and the core curriculum. Basic skills of entering students will be assessed to determine appropriate course placement, and standardized tests will assess six areas of knowledge. Attitudinal surveys will also identify student goals, attitudes, and values. (SW)

Descriptors: Alumni; *College Curriculum; College Freshmen; College Transfer Students; *Competency Based Education; Computer Literacy; *Core Curriculum; Critical Thinking; Curriculum Development; Educational Assessment; Educational Testing; General Education; Graduate Surveys; Higher Education; Knowledge Level; Library Science; Majors (Students); *Outcomes of Education; Pretests Posttests; *Student Evaluation; Writing Skills

Identifiers: *AAHE Assessment Forum; *Kings College PA; Value Added

ED282508 HE020424

The Statewide Master Plan, State of Washington Higher Education Coordinating Board. Issue Area: Quality. Question No. 4, Performance Evaluation.

Washington State Higher Education Coordinating Board, Olympia.

Jan 1987

104p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Washington

Journal Announcement: RIEOCT87

Government: State

Options for evaluating the performance of Washington state colleges based on student outcomes are discussed. Considered in "Question Number 4" on the agenda of the Washington State Higher Educaton Coordinating Board: how should the performance of higher education institutions be evaluated and by whom? Of concern is what student outcomes to measure, whether student progress should be influenced by the measure, and whether the evaluation should be designed at the state or college level. Three ways of assessing student performance provide useful data about college performance: assessment of student achievement, graduate placement rates, and alumni satisfaction surveys that indicate cognitive and affective student outcomes. Advantages/disadvantages of the following assessment options are discussed: sophomores and seniors should be assessed to determine communication and computation skills; seniors should be assessed to determine mastery of their major; graduates should be assessed to determine subject matter proficiency; and colleges should summarize the job placement of graduates and their satisfaction with their education, as well as employers' satisfaction with graduates. Attached is a 64-page report prepared for the Washington Higher Education Coordinating Board, and entitled "The Evaluation of Institutions of Higher Education in the State of Washington." The report includes Appendixes A through G, on: Testing (Gerald M. Gillmore); Value Added Testing (Robert M. Thorndike); Assessment of Alumni (Fred E. Fiedler and Douglas J. Allmon); Sample Questions; Expense Considerations; and Reviewer Comments. (SW)

Descriptors: Academic Achievement; College Graduates; *College Students; *Educational Assessment; Educational Quality; Educational Testing; Education Work Relationship; Employers; Higher Education; Job Satisfaction; Majors (Students); Master Plans; Mastery Tests; *Outcomes of Education; *Statewide Planning; Student Development; *Student Evaluation

Identifiers: *AAHE Assessment Forum; Value Added; *Washington

EJ326928 HE520134

Using Outcomes Assessment: A Case Study in Institutional Change.

McClain, Charles J.; Krueger, Darrell W.

New Directions for Institutional Research, (Assessing Educational Outcomes) n47 p33-46 Sep 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR86

At a critical point in one university's history, a value-added student assessment model was developed. Data generated by it have been used to improve student learning and development throughout the curriculum and to help clarify the institution's mission. (Author/MSE)

Descriptors: Case Studies; College Administration; College Role; Curriculum Development; Decision Making; *Educational Assessment; Evaluation Methods; Higher Education; *Instructional Improvement; *Organizational Change; *Outcomes of Education; *Research Utilization; State Universities; Student Development; *Student Evaluation

Identifiers: *Northeast Missouri State University; Value Added Model

ED239562 HE016986

A Longitudinal Study of Student Change in Cognitive Development and Generic Abilities in an Outcome-Centered Liberal Arts Curriculum. Final Report, Research Report Number Six.

Mentkowski, Marcia; Strait, Michael J.
Alverno Coll., Milwaukee, Wis.
1983
394p.; For related documents, see HE 016 980-990.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Grant No.: NIE-G-77-0058
EDRS Price - MF01/PC16 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEJUN84

The question of whether students change in broad abilities indicative of human potential for cognitive-development, learning styles, and other generic abilities was studied at Alverno College. An additional study objective was to determine whether such change can be attributed to performance in a performance-based curriculum, rather than age, background factors, and program characteristics. Over 750 students participated in the longitudinal and cross-sectional studies by completing a battery of 12 instruments with developmental characteristics, and which employed both recognition and production tasks. The instruments were drawn from cognitive-developmental theory, experiential learning theory, and competence assessment. Cognitive-developmental and learning style measures were better indicators of change than were the generic ability measures, and recognition measures showed more change than did the production measures. The effects of the learning process on student change were more evident during the last 2 years of college. Students demonstrated intellectual ability and socioemotional maturity at entrance to college, and these abilities were integrated by graduation. The findings indicate that change is measurable, and that broad outcomes of college can be specified and assessed. (Author/SW)

Descriptors: *Cognitive Development; Cognitive Style; College Curriculum; College Students; *Competency Based Education; Higher Education; *Liberal Arts; Longitudinal Studies; Maturity (Individuals); *Outcomes of Education; Student Characteristics; *Student Development; *Student Evaluation
Identifiers: *Alverno College WI

EJ326929 HE520135

Assessing and Validating the Outcomes of College.

Mentkowski, Marcia; Loacker, Georgine

New Directions for Institutional Research, (Assessing Educational Outcomes) n47 p47-64 Sep 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR86

Target Audience: Teachers; Administrators; Practitioners

A multifaceted assessment process used at a women's college (Alverno) allows the development of each student to be observed and improved as she moves through the curriculum. A corresponding evaluation process allows the curriculum content to be validated against external, real-world standards. (Author/MSE)

Descriptors: Case Studies; Curriculum Evaluation; *Educational Assessment; *Evaluation Methods; *Formative Evaluation; Higher Education; Longitudinal Studies *Outcomes of Education; Relevance (Education); Research Methodology; Single Sex Colleges; Small Colleges; *Student Development; *Student Evaluation

Identifiers: *Alverno College WI

ED239556 HE016980

Careering after College: Establishing the Validity of Abilities Learned in College for Later Careering and Professional Performance. Final Report: Overview and Summary.

Mentkowski, Marcia; Doherty, Austin
Alverno Coll., Milwaukee, Wis.
May 1983
171p.; For related documents, see HE 016 981-990.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Grant.No.: NIE-G-77-0058
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEJUN84

A series of studies that investigated the validity of abilities learned in college for later career and professional work are summarized. After describing the rationale for validating outcome-centered higher education curricula, the following types of measures for program evaluation and outcome validation are discussed: performance measures of general abilities, cognitive-developmental measures based on developmental theory, learning style measures based on experiential learning theory, and students' views on the outcomes of college. Attention is also directed to the framework of research at Alverno College, including: the types of student abilities, outcome definitions, performance evaluation, student and alumnae outcomes, and validity assumptions. The research methodology is described with attention to the sample, the validation model, longitudinal and cross-sectional approaches, the input of students and faculty/professionals, and the research instruments. Additional attention is focused on outcomes of the college experience and the relationship of outcomes to the world of work. Major study findings are summarized, and dissemination of the results is discussed. Abstracts of the 10 research reports in this series are appended. (SW)

Descriptors: Academic Ability; Alumni; Cognitive Style; College Curriculum; College Graduates; Educational Benefits; *Education Work Relationship; Higher Education; Learning Experience; Liberal Arts; *Outcomes of Education; *Research Methodology; Student Attitudes; *Student Development; *Student Evaluation; *Validity

Identifiers: *Alverno College WI

ED175328 HE011631

NCHEMS Outcomes-Related Activities and Products: An Overview.

Micek, Sidney S.; Lenning, Oscar T.

National Center for Higher Education Management Systems, Boulder, Colo.

May 1979

16p.

Available from: National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEJAN80

Projects of the National Center for Higher Education Management Systems (NCHEMS) conducted to develop techniques and strategies for describing and analyzing outcomes are discussed. It is suggested that the information will assist decision-makers in understanding and using outcomes information in their planning and management decisions. The Center's orientation to the outcomes information problem and the development of their research design are explained. The objectives of each outcomes-related activity and the products developed through these activities are described. Major goals of the outcomes projects include: (1) identifying indicators of postsecondary education outcomes; (2) defining each indicator in a standard fashion; (3) developing procedures for acquiring data relative to each indicator; and (4) disseminating the information and products to decision-makers in the postsecondary community. Ten outcomes-related projects undertaken by NCHEMS are briefly summarized, with their potential applications and basic source documents listed. (SF)

Descriptors: *Accountability; Colleges; College Students; *Decision Making; Educational Planning; Educational Quality; *Evaluation Methods; *Higher Education; Information Utilization; Management Systems; Measurement; *Needs Assessment; *Outcomes of Education; Program Descriptions; Research Design; Universities

ED239563 HE016987

Student Perspectives on Liberal Learning at Alverno College: Justifying Learning as Relevant to Performance in Personal and Professional Roles. Final Report, Research Report Number Seven.

Much, Nancy; Mentkowski, Marcia
Alverno Coll., Milwaukee, Wis.
1982
89p.; For related documents, see HE 016 980-990.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Grant No.: NIE-G-77-0058
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEJUN84

Student perspectives on learning was investigated at Alverno College. Attention was directed to how students understand and justify learning outcomes, and how they understand liberal learning as relevant to performance in personal and professional roles. The competency-based curriculum at Alverno College defines competencies as developmental, generic, and holistic. Interviews with 13 traditional-age students at the end of their junior year were supported by 100 interviews with 37 women students interviewed at the end of each college year. Two patterns consistent with curricular emphasis and student orientation appeared: students expressed a career-centered rationale for college education and they emphasized the value of learning how to perform. This link between learning and performing allows for the transfer of learning to multiple situations and contexts, and establishes students' confidence in their abilities to perform after college. Information is provided on student constructions of competence; understanding competence as categories, skills, and processes; understanding competence as theory of action; and understanding competences as theory for performing in relation to context. Interview questions are appended. (SW)

Descriptors: College Curriculum; Competence; *Competency Based Education; *Education Work Relationship; Higher Education; Individual Development; *Liberal Arts; *Outcomes of Education; Relevance (Education); *Student Attitudes; Student Development; *Student Evaluation

Identifiers: *Alverno College WI

EJ330109 HE520442

A "Value-Added" Model of Measuring Performance.

Osigweh, Chimezie A. B.

College Teaching, v34 n1 p28-33 Win 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAY86

Northeast Missouri State University has developed a way of knowing its effectiveness through a method of assessment that focuses on the value added to the student's knowledge and personality. Competency testing and attitudinal assessment are used. The effects on curriculum and instruction are outlined. (MLW)

Descriptors: *College Curriculum; College Entrance Examinations; *College Instruction; *College Students; Competency Based Education; Higher Education; *Measurement Techniques; Models; *Outcomes of Education; Performance Factors; Psychology; *Student Evaluation; Surveys; Testing

Identifiers: American College Testing Program; Northeast Missouri State University; *Value Added

EJ351774 TM511826

An Evaluation Model of Training Outcomes for Higher Education.

Osigweh, Chimezie A. B., Yg.

Educational Evaluation and Policy Analysis, v8 n2 p167-78 Sum 1986

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJJUL87

A performance evaluation model is presented to address the need for measuring the effectiveness of educational training programs in institutions of higher learning. The model emphasizes outcomes by assessing the quality of change that occurs in individual and program performance. (Author/LMO)

Descriptors: Data Collection; *Educational Assessment; Educational Improvement; Evaluation Criteria; Higher Education; *Models; *Outcomes of Education; Pretests Posttests; *Program Evaluation; School Surveys

Identifiers: *Northeast Missouri State University; *Value Added

EJ309511 CG527358

Historical Perspectives on Student Outcomes: Assessment with Implications for the Future.

Pace, C. Robert

NASPA Journal, v22 n2 p10-18 Fall 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJAPR85

Suggests that how we interpret the history of assessing student outcomes and what directions inquiries take in the future will be influenced by what criteria is used, how outcomes are defined and what evidence is accepted. Reviews the background of outcome measurement and presents suggestions for evaluators. (JAC)

Descriptors: Achievement Tests; *College Students; *Educational Assessment; Higher Education; *Outcomes of Education; State of the Art Reviews; Test Interpretation

EJ326926 HE520132

Perspectives and Problems in Student Outcomes Research.

Pace, C. Robert

New Directions for Institutional Research, (Assessing Educational Outcomes) n47 p7-18 Sep 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJMAR86

Target Audience: Practitioners; Researchers

Many tests and techniques have been developed to measure the impact of college students. The choice of which to use depends on the institution's educational goals and the content of each student's educational experience. (MSE)

Descriptors: *College Role; *College Students; Comparative Analysis; *Educational Assessment; *Educational Objectives; Higher Education; *Outcomes of Education; *Research Methodology; Student Experience; Test Selection

ED284897 TM870444

Are Value-Added Analyses Valuable?

Pascarella, Ernest T.

1986

23p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEDEC87

The value-added approach to the assessment of student outcomes examines actual or inferred changes in students' performance over time. It also attempts to separate the net effects of instruction from previous ability or simple maturation. Others may have different definitions of this concept, and this vagueness causes problems. Suggested ways to improve value-added assessment include the cross-sectional research design; methods of estimating the effect of a particular collegiate experience independent of students' pre-college differences; multiple regression analysis; analysis of joint or redundant effects not directly attributable to instruction; and the development of causal models. It is also noted that value-added assessments which consider only the general effects of college disregard the possibility that not all students may benefit equally from the same experience. Further attention to this area of research is needed. (GDC)

Descriptors: *Accountability; Aptitude Treatment Interaction; Colleges; *Educational Assessment; Educational Testing; Evaluation Methods; *Evaluation Problems; Higher Education; Institutional Evaluation; *Outcomes of Education; *Pretests Posttests; *Student Evaluation; Testing Programs; Undergraduate Study; Values

Identifiers: *Value Added

ED145766 HE009347

Attainment Rather Than Competence: A Legitimate Basis for the Certification of Learning Outcomes.

Peterson, Gary W.

[1977

16p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEMAR78

The certification of learning outcomes required for degrees is identified as a crucial issue in outcome-oriented educational programs. Attainment is contrasted with competence as a basis on which to award college degrees in terms of their respective characteristics, assessment practices, and accountability for standards. A case is made that attainment, the educable enabler of competence, is preferred to competence itself as the basis on which to certify learning outcomes of educational programs. (Author/LBH)

Descriptors: *Academic Achievement; *Accountability; College Students; *Competency Based Education; *Degree Requirements; *Educational Attainment; Higher Education; Measurement Techniques; *Outcomes of Education; *Student Evaluation; Summative Evaluation

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ED301120 HE021988

Assessment Update. Third Down, Ten Years to Go.

Marchese, Theodore J.

American Association for Higher Education, Washington, D.C.
AAHE Bulletin, v40 n4 p3-8 Dec 1987 Dec 1987
7p.
Available from: American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($3.00).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAPR89

Key aspects of assessment's rise as an issue are reported, and several lines of inquiry labeled assessment (and their assumptions) are examined. Concepts of assessment originated decades ago, but until recently people in higher education hearing the word did not view it as they do today. The early 1980s saw the argument that traditional gauges of quality (an institution's resources or reputational ranking) were of less value than a look at its contributions to the student learning. In 1985-86, this view of quality gained currency within the academy and among state policymakers. Colleges were being asked about their contribution to student learning and how they assure it. State interest in postsecondary assessment grew, and in 1987, the tone of state-level discourse about assessment turned more aggressive because there was a sense that colleges were dragging their feet. Nonetheless, a majority of states have not yet mandated anything, although most state leaders remain open to argument. Approaches to assessment are discussed with a focus on the following six assessment traditions: the assessment center; assessment as learning; assessment as program monitoring; assessing student learning and growth; assessment as standardized testing; and the senior examiner. The underlying assumptions in assessment across these six traditions are an eye on performance, a matter of method, and the improvement of performance. (SM)

Descriptors: *Educational Assessment; *Educational Policy; Educational Quality; Evaluation; Higher Education; *Institutional Evaluation; *Outcomes of Education; *Role of Education; State Programs; *Student Development
Identifiers: *College Outcomes Assessment

ED301119 HE021987

Outcomes Assessment, Excellence, and the State University: Conflict in the Making.

Spangehl, Stephen D.

26 Oct 1986

30p.; Expanded version of presentation made to the College Board National Forum, (New York, NY, October 26, 1986).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Kentucky

Journal Announcement: RIEAPR89

State colleges and universities (SUs) are being forced by critics of higher education to reassess themselves and redirect their efforts. There is a movement to discover a simplistic and valid means of measuring excellence in higher education. Measuring student outcomes cuts through all the difficulties created by more standard attempts to find a reliable indicator of the educational effectiveness of institutions. However, the organization, funding, objectives, and directions of many SUs are ill-suited to the outcomes movement, and they react with hostility to any attempt by a state board or accrediting agency to measure their worth on a one-dimensional scale (since it seems unfair to make "what students learn" the basis for judging institutional quality and effectiveness). The future may bring a compromise in which outcomes measurement becomes an important factor in the financial formula by which SUs are supported. An examination of the reasons behind the University of Louisville's reluctance to embrace the outcomes movement is presented to shed some light on the way other SUs might react to such a situation. Some of the suggestions for narrowing the gap between advocates of student outcomes assessment and those reluctant to adopt it are: successful measurement requires an atmosphere of openness and informality; multiple measures of student education must be used; and outcomes can be measured in all of the activities of an institution. It is noted that improving education is unlikely to be the road to fame for any institution. (SM)

Descriptors: College Students; *Educational Assessment; Educational Planning; *Educational Quality; Higher Education; Needs Assessment; *Outcomes of Education; School Effectiveness; *State Universities; *Student Development; Student Educational Objectives

Identifiers: *College Outcomes Assessment; *University of Louisville KY

ED301082 HE021796

Assessment Data at South Dakota State University: Analysis, Results, and Recommendations.

Hyman, Randy; And Others

South Dakota State Univ., Brookings. Assessment and Testing Office.

Dec 1987

139p.; Paper collected as part of the American Association of Higher Education Assessment Forum.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; South Dakota

Journal Announcement: RIEAPR89

The history of assessment in South Dakota, the creation of the Assessment Program Team at South Dakota State University (SDSU), the rationale and purpose of assessment programs, and the initial findings from a 6-month assessment team analysis of assessment data at SDSU are highlighted. The data were collected during the first 2 years of SDSU's Assessment Program. The three reports included in this document cover surveys of students, assessing the general education requirements, and assessment and admissions. The freshman profile survey includes reasons for attending college, family background, high school background, self-perception, future events and goals, and social, political, and moral issues; the senior profile covers characteristics, level of satisfaction, student growth, college experiences, and curriculum and issues. The section on assessing the general education core curriculum requirements focuses on methodology (areas to assess in the general core areas, objectives, methodology to accomplish the needs identified, future recommendations to meet university needs, and literature cited), and baseline data on SDSU freshmen and sophomore American College Testing Program results. The potential contribution of assessment at SDSU admissions and recommendations for future research are also reported. It is concluded that there is a need for valid, long-run assessment data at SDSU, and that it must be organized, analyzed, and evaluated in a manner that is meaningful to university planners and decision makers. (SM)

Descriptors: College Freshmen; College Seniors; Core Curriculum; *Educational Assessment; Educational Objectives; Higher Education; *Institutional Evaluation; Outcomes of Education; Questionnaires; *School Effectiveness; School Surveys; State Universities; *Student Characteristics

Identifiers: AAHE Assessment Forum; *South Dakota State University

ED299926 HE021925

Contexts for Assessment. AAHE Bulletin. October 1988.

American Association for Higher Education, Washington, D.C.

AAHE Bulletin, v41 n2 p1-14 Oct 1988 Oct 1988

15p.

Available from: American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($3.00).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: SERIAL (022)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAR89

Three articles on assessment in higher education include the following: "More Savvy, Good Signs, Next Steps: A Report on the Third National Conference on Assessment in Higher Education," by Pat Hutchings, on tapping expert judgment, getting students invested, and deepening understanding; "Perspectives on General Education and Its Assessment," by Ted Marchese, an interview with John Harris and Jerry Gaff; and "Process vs. Product: Assessing Skills in Writing," by Edward M. White. (SM)

Descriptors: *Educational Assessment; Educational Planning; Higher Education; Role of Education; School Effectiveness; Student Evaluation; Writing Evaluation; *Writing Skills

Identifiers: *College Outcomes Assessment; Educational Issues

ED299924 HE021918

Three Presentations: From the Third National Conference on Assessment in Higher Education. (Chicago, Illinois, June 8-11, 1988).

Astin, Alexander W.; And Others

American Association for Higher Education, Washington, D.C.

1988

57p.; Document collected as part of the American Association for Higher Education Assessment Forum.

Available from: AAHE Assessment Forum, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($10.00).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAR89

Three presentations from the Third National Conference on Assessment in Higher Education are included. In "Assessment and Human Values: Confessions of a Reformed Number Cruncher," Alexander W. Astin focuses on measuring education productivity, assessment lessons from the Cooperative Institutional Research Program, a talent-development model of excellence, assessment and values, multiple-choice tests, holistic methods, assessing affective outcomes, and beyond narcissism. It stresses that the key to achieving institutional transcendence is ultimately in how excellence is defined. "Assessment and Incentives: The Medium is the Message" (Linda Darling-Hammond) discusses from a teacher's point of view the following: how measurement changes behavior; incentives: a parable with lessons; the K-12 experience;, limits of standardized testing; effects of testing on teaching and learning; and policy making and assessment. Important factors are educating those who would impose hasty or inadequate methods, and insisting on intellectual honesty and educational validity. "The Assessment Movement: What Next? Who Cares?" (Robert H. McCabe) gives a community college president's views on access and standards, the public call for accountability, state initiatives in assessment, the Florida experience; and institutional assessment initiatives. The assessment movement is growing in tandem with the teaching/learning movement and can be considered an element of it. The future of assessment is in improving student development through more effective teaching and learning. (SM)

Descriptors: Accountability; *Educational Assessment; Higher Education; Incentives; Instructional Effectiveness; Multiple Choice Tests; *Outcomes of Education; Productivity; Role of Education; Standardized Tests; *Student Development; Testing

Identifiers: *AAHE Assessment Forum; *College Outcomes Assessment; Florida

ED299923 HE021917
Assessing Student Learning in Light of How Students Learn.
Novak, Joseph D.; Ridley, Dennis R.
American Association for Higher Education, Washington, D.C.
[1988
29p.; Paper collected as part of the American Association for Higher Education Forum.
Available from: AAHE Assessment Forum, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAR89
Target Audience: Teachers; Practitioners

The questions of purposes and methods as related to assessment of student learning are considered. It is difficult to find assessment invoked without a parallel call for improvement, particularly improved teaching and learning. Also, much attention has focused on problematic dimensions of measuring what students learn, but the fundamental set of questions about the match between purposes and methods tends to get bypassed. Six sections focus on the following: a rationale for the approach taken here and the problem that prompts it; principles of assessment grounded in a view of how students learn; a theory of learning, set forth not as the final word but as a possible framework for "theory-driven" assessment; three assessment techniques that follow from that theory (the structured interview, concept mapping, and Gowin's Epistemological Vee); an evaluation of the three techniques in light of experience of their use and other considerations; and a revisitation of the thesis (where it has gone, and where it will go next). Positive steps for the assessment movement include (1) encouraging faculty to talk to each other about meaningful learning and (2) developing a greater and more diverse array of methods. Contains 27 references. (SM)

Descriptors: *Academic Achievement; *Cognitive Style; *Educational Assessment; Higher Education; Instructional Effectiveness; Outcomes of Education; Student Development; Teacher Role
Identifiers: *AAHE Assessment Forum; *College Outcomes Assessment

ED299922 HE021916

Feedback in the Classroom: Making Assessment Matter.

Cross, K. Patricia

American Association for Higher Education, Washington, D.C.

[1988

40p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

Available from: AAHE Assessment Forum, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAR89

Target Audience: Teachers; Practitioners

Aspects of the perception that assessment is a large-scale testing program conducted at institutional or state levels to determine what students have learned from college is questioned. Small-scale assessments conducted continuously in college classrooms by discipline-based teachers to determine what students are learning in what class are also important. The direct involvement of classroom teachers in the assessment movement is important because: teachers need continuous feedback on learning in the classroom so they may improve teaching effectiveness; continuous feedback is necessary for improvement in teaching and learning; and it is important to know more about how students learn. The two broad categories of feedback provided by students to teachers are: (1) student evaluations of teaching in which they report their observations and reactions to the course and instruction and (2) measures of student learning such as tests and daily assignments. Sources of bias in student ratings of instruction include student, faculty, and course characteristics. Other topics of discussion are consistency and agreement on teaching effectiveness, validity, and the effect of student ratings on instruction. The effect of feedback to teachers on student achievement in the classroom is noted. Conclusions and recommendations include: students provide relatively unbiased, reliable, and valid information; feedback is much more effective in producing change when augmented with consultation; and research is needed on the efficacy of providing teachers with better methods of classroom learning. The topic of colleagues as sources of feedback is considered as follows: feedback from colleagues as peers; feedback from consultants and experts; and self-assessment. Contains 69 references.(SM)

Descriptors: Classroom Communication; Classroom Observation Techniques; *College Instruction; *Educational Assessment; *Feedback; Higher Education; Outcomes of Education; *Student Evaluation of Teacher Performance; Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation; Teacher Response; Teacher Student Relationship

Identifiers: *AAHE Assessment Forum; *College Outcomes Assessment

ED299921 HE021915

Standardized Tests and the Purposes of Assessment.

Heffernan, James M.; And Others

American Association for Higher Education, Washington, D.C.

[1988

27p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

Available from: AAHE Assessment Forum, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAR89

Target Audience: Administrators; Teachers; Practitioners

In December of 1987, the American Association for Higher Education Assessment Forum convened a group of 25 assessment experts to examine the role of standardized tests in assessment. Some of the issues addressed are as follows: what makes standardized testing a particular concern in assessment; what the issues are; how campus assessment leaders think through what is at at stake in the choice they face; and what can be learned about the uses of standardized tests from assessment practitioners. Five parts focus on the following: (1) assumptions about assessment and testing (assessment is not synonymous with standardized testing; much of test bashing is in the air; and college-level assessment is at an early stage of development); (2) the characteristics of standardized tests (they are standardized; commercially available ones are generally designed to elicit comparative information; they provide a contemporaneous expert view of what students should learn; and they have a ready-to-go quality); (3) special issues and concerns (not much is available; these tests are narrow in what they measure; their breadth is a potential problem; they are difficult to connect to specific fixable features of teaching and curriculum; they raise issues of ownership; they raise issues of student involvement; they tend to take on a priviledged but unwarranted status, and they serve the purposes for which they are designed); (4) strategies for effective use (defining purpose; character of information provided; technical properties of the instrument; faculty expectations; student experience; logistics; who will see the information; and where to go for further information); and (5) future developments. (SM)

Descriptors: Academic Achievement; *Educational Assessment; Higher Education; *Outcomes of Education; *Standardized Tests; *Student Evaluation

Identifiers: *AAHE Assessment Forum; *College Outcomes Assessment

ED299898 HE021867

A Proposal for Program Assessment at Kean College of New Jersey. Final Report of the Presidential Task Force on Student Learning and Development.

Kean Coll. of New Jersey, Union.
May 1986
37p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEMAR89
Target Audience: Administrators; Practitioners

In response to a request from its president, an institutional task force at Kean College of New Jersey studied approaches to program assessment used at other colleges, identified the measurement approaches being used at Kean College, and made policy recommendations for implementing an assessment program at the college. A major finding was that no single approach to assessment commands universal acceptance, but each institution conceives of assessment in ways it considers best suited to its unique needs and circumstances. The task force's final recommendations, derived from subcommittee reports, are presented in two groups. The first, designated as assessment guidelines, proposes several substantive principles to guide the assessment of learning at the college. The second group, designated as assessment adminstration, identifies specific actions to be taken to initiate and administer the college's assessment program. Appended materials include a statement of principles of the task force and a list of task force participants. (MSE)

Descriptors: *Educational Assessment; Evaluation Criteria; *Evaluation Methods; Higher Education; National Surveys; Policy Formation; *Program Evaluation; Public Colleges; *School Policy; *Student Evaluation
Identifiers: *College Outcomes Assessment; *Kean College of New Jersey

ED299888 HE021814
Performance and Judgment: Essays on Principles and Practice in the Assessment of College Student Learning.
Adelman, Clifford, Ed.; And Others
Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
[1988
328p.
Report No.: OR-88-514
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
EDRS Price - MF01/PC14 Plus Postage.
Language: English
Document Type: COLLECTION (020); POSITION PAPER (120); REVIEW LITERATURE (070)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAR89
Government: Federal
Target Audience: Administrators; Practitioners; Teachers

Major technical issues concerning the assessment of student learning in higher education are presented in light of the authors' own knowledge of principles and methods of testing and measurement. This information is intended to help academic administrators and faculty draft a charge to a committee for the design and implementation of an assessment program; to converse intelligently with consultants and faculty members charged with writing the specifications; and to evaluate both the program design and the results of its implementation. Following an introduction by Clifford Adelman, essay topics are as follows: "Designing a College Assessment" (Jason Millman); "Diverse and Subtle Arts: Assessing the Generic Outcomes of Higher Education" (Leonard L. Baird); "Assessment of Basic Skills in Mathematics" (Mark I. Appelbaum); "Issues in Evaluating Measures of Basic Language Skills for Higher Education" (Stephen Dunbar); "Assessing General Education" (John Centra); "Assessment through the Major" (Mark I. Appelbaum); "Assessing Changes in Student Values" (Jerilee Grandy); "Indicators of Motivation in College Students" (Sandra Graham); "Difficulty Levels and the Selection of General Education Subject Examinations" (Clifford Adelman); "Value Added: Using Student Gains as Yardsticks of Learning" (Leonard L. Baird); "Computer-Based Testing: Contributions of New Technology" (Jerilee Grandy); "States of Art in the Science of Writing and Other Performance Assessments" (Stephen Dunbar); "Using the Assessment Center Method To Measure Life Competencies" (William C. Byham); and "Conclusion: Metaphors and Other Guidances" (Clifford Adelman). Appendix A is an annotated bibliography of 79 items (Gary Pike); appendix B contains data on 22 selected assessment instruments (Gary Pike). (SM)

Descriptors: College Students; Computer Oriented Programs; *Educational Assessment; *Evaluation Methods; General Education; Higher Education; Majors (Students); Motivation; *Outcomes of Education; Program Development; School Effectiveness; Student Characteristics; Student Improvement; Values
Identifiers: *College Outcomes Assessment; Educational Indicators; Value Added

ED299883 HE021795

Report to the New Jersey Board of Higher Education from the Advisory Committee to the College Outcomes Evaluation Program.

New Jersey State Coll. Outcomes Evaluation Program Advisory Committee.

23 Oct 1987

44p.; Paper collected as part of the American Association for Higher Education Assessment Forum. Appendices cited in the table of contents as a separate document of five subcommittee reports are not included with this report.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEMAR89

The College Outcomes Evaluation Program (COEP), intended to be a comprehensive assessment of higher education in New Jersey, focuses on outcomes in order to improve undergraduate education. After an introduction covering the national perspective, New Jersey's efforts, COEP, and rationale and principles, subcommittee reports summarize the content of five reports, using the perspectives of students, faculty, and institution. A glossary of related terms is provided in each section. The 10 COEP recommendations include: a common statewide assessment of general intellectual skills should be developed for use by each institution; each institution should assess the specific outcomes of its general education program; student development should be assessed at each institution using common statewide definitions for each of several indicators; and each institution should assess the outcomes of its efforts in the areas of research, scholarship, and creative expression. A report by Rodney T. Hartnett, Rutgers University, offers a different perspective to the Advisory Committee's recommendations. A minority report by K. Kiki Konstantinos, Superintendent of the Lenape School District, is included. An addendum looks at the board resolution and charge. Contains 12 references. (SM)

Descriptors: *Accountability; College Faculty; *Educational Assessment; Higher Education; Institutional Role; *Outcomes of Education; State Boards of Education; Statewide Planning; Student Development; *Student Evaluation; Undergraduate Study

Identifiers: *AAHE Assessment Forum; College Outcomes Assessment; *New Jersey

ED299881 HE021793

Plan for Assessing Undergraduate Education at the University of Arizona. Task Force on Assessment of the Quality and Outcomes of Undergraduate Education.

Conrad, Clifton F.; And Others

Arizona Univ., Tucson.

15 May 1987

59p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Arizona

Journal Announcement: RIEMAR89

Prepared by a Provost's Task Force on Assessment of Quality and Outcomes of Undergraduate Education, this report reviews the background of the currently burgeoning "assessment" movement and sets forth principles to guide the University of Arizona's efforts to redefine and reassess the quality and outcomes of its undergraduate programs. It also presents a comprehensive model for assessing undergraduate education and sketches a plan for implementation of this model at Arizona. Part 1 (a framework for assessment) focuses on the following: aims of undergraduate education; a comprehensive approach to assessment (assessment of the institutional environment, student learning and development outcomes, value-added student learning and development, and institutional influences on student learning); a model for assessing undergraduate education; and design principles (multidimensional view of quality, multiple methods of assessment, multiple sources of information, and use of existing data). Part 2 (implementation plan) looks at: transition team; Center for Research on Undergraduate Education; stages of implementation (preliminary assessment and completion of assessment plan, assessment of student outcomes and environmental influences, assessment of the institutional environment, assessment of the value-added student learning and development, and studies on institutional influences on student learning). Appended are: a sample student data record; a time line implementation; and student data record flow. Contains 7 tables and 10 references. (SM)

Descriptors: *Accountability; Alumni; College Role; *Educational Assessment; Educational Quality; Higher Education; Information Needs; Institutional Environment ; *Outcomes of Education; Program Effectiveness; Program Evaluation; State Universities; Statewide Planning; Student Development; *Student Evaluation; Undergraduate Study

Identifiers: *AAHE Assessment Forum; *College Outcomes Assessment; University of Arizona Tucson; Value Added

ED299842 HE021220

Assessing Educational Outcomes: Are We Doing Good, Can We Do Better? IHE Newsletter.

Fincher, Cameron

Georgia Univ., Athens. Inst. of Higher Education.

Feb 1988

8p.; Paper originally presented at the Annual Conference of the Mid-American Association for Institutional Researchers (Kansas City, MO, 1986).

Available from: IHE Newsletter, Institute of Higher Education, University of Georgia, Athens, GA 30602.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: GENERAL REPORT (140); POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEMAR89

The United States is not doing as well as it could in assessing educational outcomes in the 1980s. The assessment movement of the 1980s indicates that its institutional memory is poor, and when coping with outside pressures, it is slow to recall how it coped the last time it was under pressure. It is important to remember such events and pressures as the minimal competency testing movement of the 1970s; the debates over the relative merits of criterion-referenced testing and norms-referenced testing; and the recurring love/hate affair that public education has with measurement, assessment, and evaluation. One reason the U.S. is not doing well in the assessment of educational outcomes is the confusion about educational purposes since the objectives and expected outcomes of higher education have not been defined.. Also, there is not an adequate theory of educational achievement in the 1980s. There is a need for a common language for education from kindergarten through "grade 16." The U.S. can learn from the experiences of the University System of Georgia (USGA) in creating systemwide entrance requirements, developmental studies programs, reading and writing tests for sophomores, and varying forms of senior exit exams. This system suggests that in any efforts to assess educational outcomes there should be at least three stages of assessment. USGA has entry, rising junior, and senior exit assessment. Systematic, objective, valid, reliable, and fair measures of educational outcomes are rare. For the time being, college administrators should measure what they can, assess what they must, and evaluate with great care. Contains 15 references. (SM)

Descriptors: Academic Ability; *Academic Achievement; Basic Skills; *Educational Assessment; Educational Objectives; Higher Education; Measurement Techniques; Minimum Competency Testing; National Competency Tests; Needs Assessment; *Outcomes of Education; Public Policy; Student Characteristics

Identifiers: *College Outcomes Assessment; College Sophomores; *Competency Based Assessment

ED298865 HE021856

Using the Results of a State-Mandated Student Outcomes Assessment Test to Reevaluate Curriculum and Policies: A Case Study. AIR 1988 Annual Forum Paper.

Griffith, Susan R.

May 1988

28p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Texas

Journal Announcement: RIEFEB89

A state-mandated outcomes assessment test for certification of teachers has been administered in Texas since 1986. At Southwest Texas State University, which produces the most certified teachers in the state, the assessment showed that its students were not also among the best. In response to this situation, a presidential committee conducted research to identify the variables contributing to this poor performance. The data analysis and variables identified led to the following recommendations to the president: increased emphasis on delivering quality undergraduate education by setting the tone and establishing broad institutional goals; improve recordkeeping on student performance to facilitate future studies; encourage the development of program evaluation tools based on student performance; strengthen transfer admission requirements; modify grade point average calculations to include all hours attempted, not just the grade on the last repeat of a course; alter the policy on course withdrawals; and encourage academic departments to monitor grading practices to minimize grade inflation. Progress on implementing these recommendations is also reported. Contains 31 references. (Author/KM)

Descriptors: College Curriculum; *Educational Assessment; Educational Policy; Educational Quality; Higher Education; Institutional Research; *Outcomes of Education; *Preservice Teacher Education; Standardized Tests; *State Standards; *Student Evaluation; *Teacher Certification; Teacher Qualifications; Test Results

Identifiers: *AIR Forum; College Outcomes Assessment; Southwest Texas State University; Texas

ED298864 HE021855

The Analysis of Ratings Using Generalizability Theory for Student Outcome Assessment. AIR 1988 Annual Forum Paper.

Erwin, T. Dary

May 1988

13p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEFEB89

Target Audience: Researchers

Rating scales are a typical method for evaluating a student's performance in outcomes assessment. The analysis of the quality of information from rating scales poses special measurement problems when researchers work with faculty in their development. Generalizability measurement theory offers a set of techniques for estimating errors or unreliability due to a variety of errors. In this study, generalizability calculations were made for two sets of data, one from the arts and one from the sciences. Followup decision studies were calculated to determine the adequacy of the number of raters (interrater reliability) and the number of rating items. The rationale, terminology, and implications of generalizability theory are discussed for institutional researchers. Contains 7 references. (Author/KM)

Descriptors: *Educational Assessment; *Generalizability Theory; Higher Education Institutional Research; *Interrater Reliability; *Outcomes of Education; *Rating Scales; *Student Evaluation; Test Interpretation

Identifiers: *AIR Forum; College Outcomes Assessment

ED298862 HE021853

Curricular Impact of College Level Skills Assessments. AIR 1988 Annual Forum Paper.

Coleman, Daniel R.; Bolte, John R.

May 1988

21p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB89

The quest for excellence in American higher education has been accompanied by the implementation of basic skills requirements and the corresponding assessment programs. Assessment results could provide feedback for curricular improvement, although they are frequently used as indicators of institutional quality. A study is presented that compared curriculum patterns before and after a college level academic skills program, which was intended to address curriculum, was implemented in the Florida State University and Community College Systems. Changes were analyzed in general education requirements (in communication, cultural and mathematical foundations, algebra, social sciences and natural sciences), the distribution requirements completed by graduates, and the degree completion rate for minority students by race. Findings included the following: (1) modifications were made in the general education program to address the communications and mathematical foundation curricular needs; (2) speech became a degree requirement more often and requirements for English composition became more rigid; (3) program completion rates among Blacks decreased by 3% for associate of arts degrees (while national figures remained static) and increased by 1% for baccalaureate degrees (while national figures decreased by .5%; and (4) program completion rates among Hispanics increased by nearly 3% for associate of arts degrees and by 1% for baccalaureate degrees. Contains 9 references. (Author/KM)

Descriptors: *Academic Achievement; Academic Standards; Black Students; *College Curriculum; Communication Skills; Community Colleges; Curriculum Development; Degree Requirements; Degrees (Academic); *Educational Assessment; *Educational Quality; Higher Education; Hispanic Americans; Institutional Research; Mathematics Education; Mathematics Skills; Minority Groups; Outcomes of Education; Required Courses; Speech Instruction; State Colleges; *State Standards; Writing (Composition)

Identifiers: *AIR Forum; *College Outcomes Assessment; Florida

ED298859 HE021850

Quality Control/Assurance in Post Secondary Education: An Outcomes Approach. AIR 1988 Annual Forum Paper.

Birch, Derek W.; Johnson, F. Craig

May 1988

27p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: United Kingdom; England

Journal Announcement: RIEFEB89

A study was conducted using quality control and quality assurance models to examine student outcomes. The purpose was to investigate current quality control and quality assurance practices in six colleges, to evaluate the relationship between quantitative effectiveness measures and qualitative outcomes measure and to assess the readiness of each college to develop its own quality policy. A course data survey and a program review were conducted in each college. The results indicated that the colleges were more ready to make quantitative measurements than they were to use qualitative indicators. The quality control metaphor proved useful in the analysis. (Author)

Descriptors: *College Programs; Course Evaluation; *Educational Assessment; Educational Policy; *Educational Quality; Higher Education; Institutional Research Measurement Techniques; Models; *Outcomes of Education; Program Effectiveness; Program Evaluation; *Quality Control; Surveys

Identifiers: *AIR Forum; *College Outcomes Assessment

ED297671 HE021648

Student Assessment in Architecture Schools.

Dinham, Sarah M.

Apr 1988

10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Arizona

Journal Announcement: RIEJAN89

Definitions, issues, and concerns in efforts to document the quality and outcomes of undergraduate education are reviewed, and the University of Arizona assessment model is summarized to illustrate a comprehensive assessment plan suitable for a research university. The Arizona model is adapted to architectural education, and the special opportunities and challenges to be addressed by architectural educators who wish to document the quality and outcomes of their undergraduate programs are discussed. The Arizona model rests in the philosophical underpinnings that an undergraduate education should (1) help students acquire both general and specialized knowledge, (2) cultivate intellectual skills, (3) foster sound intellectual habits of mind, and (4) concern itself with student development. Major principles to inform the assessment design include faculty leadership, use of existing data, a multidimensional view of quality, multiple sources of information, and multiple methods of assessment. Assessment in professional schools and for schools of architecture is discussed. The field of architecture faces special challenges and opportunities in assessing the nature, quality, and effects of its programs. It must confront and solve the issues of assessment purpose, benefits, politics, method, coordination, and support facing all fields. Architecture faculty must design their own assessment thinking, strategies, and techniques due to the paucity of sources of guidance. (SM)

Descriptors: *Architectural Education; *Educational Assessment; Educational Quality; *Evaluation Methods; Higher Education; Models; *Outcomes of Education; Program Evaluation; Self Evaluation (Groups); *Student Evaluation; Undergraduate Study

Identifiers: *College Outcomes Assessment; University of Arizona

ED297636 HE021603

Using Evaluation Findings To Improve Minority Education Programs.

Lynch, Kathleen Bodisch

Oct 1987

6p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEJAN89

Procedures are described that have been implemented in evaluating minority medical education programs operated by the University of Virginia School of Medicine since 1984. Both process and outcome evaluation procedures have been used. Results of evaluation efforts are reviewed by program staff to design program improvements and modifications. Methods used in process evaluation have included: mid- and end-of-program interviews with program participants and program personnel; observation of program activities by the evaluator; informal contacts by the evaluator with students and program staff throughout the program, to allow ongoing feedback about program operations. Program outcomes are assessed primarily through two means: student scores on knowledge tests, and students' educational and career choices following participation in the program. A computerized student tracking system has been developed to document post-program outcomes. (KM)

Descriptors: Achievement Tests; Disadvantaged; *Evaluation Methods; *Formative Evaluation; Higher Education; *Medical Education; Medical Students; *Minority Groups; Outcomes of Education; *Program Evaluation; *Student Evaluation

Identifiers: *College Outcomes Assessment; University of Virginia

ED296693 HE021900

College Student Outcomes Assessment: A Talent Development Perspective. ASHE-ERIC Higher Education Report No. 7, 1987.

Jacobi, Maryann; And Others

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

1987

141p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Contract No.: 400-86-0017

Report No.: ISBN-0-913317-42-X

Available from: Association for the Study of Higher Education, Dept. E, One Dupont Circle, Suite 630, Washington, DC ($10.00).

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: ERIC PRODUCT (071); RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEDEC88

Factors that contribute to useful measurement of the impact of educational programs on college students are reviewed. Chapters cover the following: goals of student outcomes assessment; philosophy of assessment; outcome taxonomies; issues of measurement in talent development assessment; cognitive outcome instruments; increasing the usefulness of outcomes assessments; and practical suggestions for conducting assessments. It is suggested that an institutional program of assessing student outcomes should be based on a coherent philosophy of institutional mission and should reflect a conception of what constitutes effective performance of that mission. Two commonly used approaches to defining excellence are discussed, reputational and resource approaches, but a "talent development" approach is proposed in which assessment focuses more on changes or improvements in students' performance from entry to exit. Talent development assessments may be conducted with either standard, commercially available assessment instruments or with locally designed instruments developed on campus. Reasons why assessments may not live up to their potential as management tools are addressed, including inadequate conceptualization or political barriers. Appended is a summary of the more than 25 cognitive assessment instruments discussed (general education tests, specific skills tests, and subject matter competency). This document contains approximately 120 references. (LB)

Descriptors: Classification; *College Students; *Educational Assessment; Educational Philosophy; Higher Education; *Outcomes of Education; *Student Development; *Student Evaluation; *Talent Development

Identifiers: *College Outcomes Assessment

ED295513 HE021299

Three Presentations: From the National Conference on Assessment in Higher Education (2nd, Denver, Colorado, June 14-17, 1987).

American Association for Higher Education, Washington, D.C.

Jun 1987

42p.

Available from: AAHE Assessment Forum, One Dupont Circle, Suite 600, Washington, DC 20036 ($8.00).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: COLLECTION (020); POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIENOV88

The topic of assessment is addressed in three papers from the 1987 national conference on assessment in higher education. In "Assessing Content and Process: Challenges for the New Assessments," Lee S. Shulman considers the ongoing debates about assessment that revolve around the question of what is worth assessing. Attention is focused on the battles between those who argue that it is the content of knowledge that ought to be the focus of assessment, and, on the other hand, those who argue that assessment should focus on the processes of reasoning and performing, of applying and interpreting. The second paper, by Virginia B. Smith, "In the Eye of the Beholder," considers issues concerning educational quality and identifies four factors that influence the emphasis on educational quality: the need to consolidate, the lack of potential for growth and the possibility of contraction, the loss of a competitive edge by the United States in the world market, and rising and substantial costs of higher education. In "The Ethics of Assessment," Donald M. Stewart considers ethical issues in assessment, including institutional autonomy and responsibility, the goal to improve student learning, the role of traditional testing, valuing what is tested, and the role of tests in decision making. (SW)

Descriptors: College Students; *Educational Assessment; Educational Objectives; *Educational Quality; Educational Responsibility; *Educational Testing; Ethics; *Higher Education; *Outcomes of Education; School Responsibility; *Student Evaluation; Teacher Responsibility

Identifiers: *AAHE Assessment Forum; College Outcomes Assessment

ED295512 HE021296

Six Stories: Implementing Successful Assessment.

Hutchings, Patricia

American Association for Higher Education, Washington, D.C.

Jun 1987

21p.; Paper presented as part of a resource packet for the National Conference on Assessment in Higher Education (Denver, CO, June 14-17, 1987) and collected as part of the American Association for Higher Education Assessment Forum.

Available from: AAHE Assessment Forum, One Dupont Circle, Suite 600, Washington, DC 20036 (resource packet of five papers: $15.00).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIENOV88

Experiences with assessment at the following six diverse institutions are described: Clayton State College (Georgia), James Madison University, Kean College of New Jersey, King's College (Pennsylvania), Rhode Island College, and State University of New York (SUNY) College at Plattsburgh. Rhode Island College generates a personal learning plan for each new student using entry-level assessment of student abilities, attitudes, aspirations, financial aid needs, and high school achievements. SUNY, Plattsburgh, designed an Academic Development Survey to examine student study patterns, faculty-student interaction, and value and attitude development. James Madison University attempts to link outcomes to environmental factors (e.g., the relationship between student leadership activities and academic achievement). King's College has a number of assessment activities, including the American College Testing program, capstone assessments in the major, and alumni surveys. Clayton State College identified eight learning outcomes and established criteria for assessing them. At Kean College the initial value added orientation evolved to a concept of outcomes assessment. (SW)

Descriptors: Case Studies; *College Students; *Educational Assessment; Educational Objectives; Higher Education; *Outcomes of Education; Program Effectiveness; State Colleges; *Student Evaluation; Success

Identifiers: *AAHE Assessment Forum; Clayton State College GA; *College Outcomes Assessment; James Madison University VA; Kean College of New Jersey; Kings College PA; Rhode Island College; State University of New York Coll at Plattsburgh

ED295505 HE020549

The Emergence of College Outcome Assessments: Prospects for Enhancing State Colleges and Universities. Working Draft Paper 87-1.

Nettles, Michael T.

2 Mar 1987

40p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

Sponsoring Agency: New Jersey State Coll. Governing Boards Association, Inc., Trenton.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIENOV88

Recent college assessment initiatives of the federal government, regional accrediting associations, state systems of higher education, and higher education institutions are examined. The goals and strategies of existing college assessment programs are also considered. The following issues related to developing and implementing college assessment policies and practices are discussed: student placement and remediation, student progression and graduation, general education program evaluation, student major field achievement, and instruments used in evaluations. Guidelines for governance organizations and institutions that are establishing assessment policies are offered, including: assessment policies should be multidimensional; college assessment policies should exceed the goal of minimum competency; and assessment policies should include provisions for analyses of the effects of assessment. Appendices include: the Middle State Association Criteria on Program and Student Outcomes, and the Southern Association for Colleges and Schools Standard for Institutional Effectiveness; descriptions of the assessment statutes and policies of seven states; and information on the college assessment programs of three colleges. (SW)

Descriptors: Accrediting Agencies; College Programs; *College Students; Evaluation Criteria; Evaluation Methods; General Education; Government School Relationship; Higher Education; Institutional Evaluation; *Outcomes of Education; *Program Evaluation; Public Policy; *School Effectiveness; Self Evaluation (Groups) ; Standards; State Boards of Education; *State Colleges; *Student Evaluation

Identifiers: *AAHE Assessment Forum; College Outcomes Assessment

ED295504 HE020439

Student Achievement of College-Level Communication and Computation Skills in Florida: 1985-86.

Florida State Dept. of Education, Tallahassee.

1986

47p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Florida

Journal Announcement: RIENOV88

Government: State

Assessment of the College-Level Academic Skills Test Project (CLAST) at Florida colleges and universities is discussed. Included is an overview of the role of placement testing for entering freshmen and the questions that should be answered regarding the effectiveness of current entry testing and course placement practices. Information is included on: the level of sophomore college-level skills in communication and computation in 1985-1986; the CLAST scale score performance of private postsecondary institutions; the level of communication and computation skills of examinees enrolled at each public institution; the percentage of examinees in 1985-1986 meeting 1984 CLAST standards by ethnic/racial group; and percentages of examinees at specific institutions that passed CLAST in 1985-1986. For the CLAST reading, writing, computation, and essay subtests, CLAST standards are indicated for 1984, 1986, and 1989. Data are included on the percentage of 1985-1986 examinees meeting the 1986 and 1989 CLAST standards for all examinees and for racial/ethnic groups; and the percentage of 1985-1986 public college examinees meeting CLAST subtest standards based on 1986 and 1989 standards. Twelve recommendations for improving student and institutional performance are offered. (SW)

Descriptors: *Academic Standards; *College Freshmen; Communication Skills; Educational Testing; Higher Education; Language Skills; Mathematics Skills; *Minimum Competency Testing; Minority Groups; Private Colleges; Public Colleges; *State Standards; Statewide Planning; *Student Placement

Identifiers: *AAHE Assessment Forum; College Level Academic Skills Test; College Outcomes Assessment; *Florida

ED295175 CS211268

Outcomes Assessment: The Rationale and the Implementation.

Ervin, R. Ferrell

Jul 1988

22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Missouri

Journal Announcement: RIENOV88

Based on the increased public pressure of the governors in Missouri, Tennessee, and Kentucky for higher education to make significant strides in "outcomes assessment," a national survey of the 361 colleges and universities identified in the Association for Education in Journalism and Mass Communication directory as having undergraduate and/or graduate programs in journalism and mass communication was conducted during a 30-day period in February/March of 1988. A total of 181 usable responses to this exploratory study revealed that outcomes assessment were being used in 71 (39%) of the schools responding. In places where the question of "value added" education has not yet surfaced, teacher-made examinations, finals, or projects suffice as assessment instruments. The most often used assessment was reported to be the locally created course evaluation created within an academic unit and conducted at the conclusion of a semester, in which the student evaluates the worth of the academic experience. In a few instances, a variety of standardized tests was administered as measurement tools. Although 13 of the schools used some form of measure prior to 1980, most universities reported that faculty often resist measurement of student achievement because it might imply poor teaching rather than lackluster student achievement. In addition, faculty resent the rush, lack of pretesting, and difficulty in determining appropriate passing scores that locally produced instruments might create. Findings also revealed that a small group of schools utilize alumni job surveys. (Sixteen references are attached, as well as three tables of data resulting from previous studies.) (ARH)

Descriptors: *Achievement Tests; Departments; *Educational Assessment; Educational Legislation; Educational Research; Followup Studies; Higher Education; Instructional Effectiveness; Journalism; Mass Media; Mastery Tests; *Outcomes of Education; *Program Effectiveness; Standardized Tests

Identifiers: Kentucky; Missouri; Tennessee

ED294895 TM011526

Accountability and Assessment in American Higher Education: Two Case Studies.

Lucas, Christopher J.

Apr 1988

30p.; Paper presented at the Annual Meeting of the Society of Professors of Education in conjunction with the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Missouri

Journal Announcement: RIEOCT88

Case studies of attempts to implement accountability and assessment programs at Northeast Missouri State University and the University of Missouri, Columbia, illustrate the benefits and impacts of such programs. The programs variously incorporated demographic data, national standardized test results, and surveys of student attitudes. The American College Test, graduate record examinations, professional certification instruments, employers' surveys, writing and critical thinking instruments, and the Cooperative Institutional Program survey scores are used to gather quantitative and qualitative information about learning outcomes. Political processes and faculty reactions involved in the implementation of the programs prove that such facets are central to any attempt to establish such a program. (TJH)

Descriptors: *Accountability; *Case Studies; *Educational Assessment; *Higher Education; National Surveys; *Outcomes of Education; Politics of Education; *Standardized Tests; Student Evaluation; Universities

Identifiers: Northeast Missouri State University; University of Missouri Columbia

ED294494 HE021436

Assessment: Fad or Fact of Life? Proceedings of the North East Association for Institutional Research Annual Conference (14th, Rochester, New York, October 25-27, 1987).

North East Association for Institutional Research.

Oct 1987

294p.

Available from: North East Association for Institutional Research, Attn Larry Metzger, Ithaca College, Ithaca, NY 14850 ($2.50).

EDRS Price - MF01/PC12 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120)

Geographic Source: U.S.; New York

Journal Announcement: RIEOCT88

Assessment in higher education is addressed in these proceedings of the 1987 conference of the North East Association for Institutional Research. Papers and authors include: "Assessing the Status of Assessment" (Peter T. Ewell); "Has the Middle Class Been Pressured the Most? Multivariate Analysis of Parental Contributions to Higher Education" (Yuko M. Mulugetta, Donald Saleh); "Using Telephone Surveys of Students to Gather Sensitive Data about Controversial Topics" (Quint Thurman, William Weitzer, Kathryn Franklin); "The Content Analysis of Media Coverage" (Thomas Wickenden); "Creating an Assessment Plan for a Developmental Studies Unit" (Elizabeth Taylor); "Student Retention at a Non-Residential University" (Peter Langer); "A Comprehensive Multidimensional Approach to Outcomes Research" (Angela Zawacki); "Relationships of Institutional Characteristics to High, Middle, and Low Levels of Voluntary Support" (Margaret Duronio, Bruce Loessin, Georgina Borton); "Knowledge Based Systems in Institutional Research" (Laurie Webster-Saft); "Cornell's Academic Personnel Database" (Catherine Benedict); "Collective College Reports System" (Susan Juba, Peter Toro); "System Dynamics Modeling with STELLA: Minority Recruitment and Retention in a College Setting" (Wendy Graham); "Developing a School Planning and Institutional Research Office within a Complex University" (Karen Liselis); and "Planning for Student Enrollments, Budget, and Faculty Workload: The Interface of Financial and Academic Policy in a Large College" (Jay Halfond). (SW)

Descriptors: Accountability; College Curriculum; College Planning; College Programs; College Students; *Educational Assessment; General Education; *Higher Education; *Institutional Research; Outcomes of Education; *Program Evaluation; *Student Evaluation

Identifiers: *College Outcomes Assessment

ED294487 HE021423
Student Outcomes Assessment Survey 1987-88.
Hyman, Randy; And Others
National Association of Student Personnel Administrators, Inc.
Mar 1988
31p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (St. Louis, MO, March 27-30, 1988).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT88

Assessment of student learning and development has become a national issue. The status of local campus initiatives was considered in a national survey designed to determine (1) the extent to which assessment programs have been developed or are being developed, (2) the objectives and source of initiation, and (3) assessment techniques. Emphasis was on the role student affairs played in local campus assessment initiatives. All National Association of Student Personnel Administrator (NASPA) member institutions in the United States and Canada were surveyed with a pen and pencil instrument. Responses were solicited with the Total Design Survey Method. The survey form had four areas: general institutional information, student outcome program/plan, information sharing, and optional section. Institutions were identified as two- or four-year colleges, universities, or graduate schools, although there were not enough respondents in the fourth category to permit conclusions to be drawn. Findings indicate that institutions are responding to the pressure for reform by implementing outcomes assessment programs, and that this trend does not vary according to the type or size of the institution. Trends toward developing programs seem the strongest in those NASPA regions whose members are from states with statewide initiatives. Although there is a trend toward outcomes assessment, almost two-thirds of the respondents indicated no activity. Still, indications are that the program activity level will dramatically rise over the next several years. Maps, tables, the survey form, and resource listings are included. 4 references. (SM)

Descriptors: Accountability; *Educational Assessment; *Evaluation Methods; Higher Education; Motivation; National Surveys; *Outcomes of Education; Performance; Quality Control; Questionnaires; Statistical Surveys; *Student Development; Student Personnel Services; Student Role; Trend Analysis
Identifiers: *College Outcomes Assessment

ED293446 HE021359

The Use of Alumni Outcomes in a Multidimensional Institutional Impact Assessment Program. AIR 1987 Annual Forum Paper.

Williford, A. Michael; Moden, Gary O.

May 1987

23p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; Ohio

Journal Announcement: RIESEP88

Ohio University's impact assessment program is described, with emphasis on the use of long-term (5- and 10-year) alumni outcomes in complementing value-added and academic/social integration information. The university has integrated its alumni studies into its institutional impact project and has focused on both university-wide and college-specific information. The first section of the Alumni Study covered traditional alumni outcomes, such as types of jobs held, salary, and employment satisfaction. Included were questions about 14 competencies that the student needed at work and the extent to which they were developed at Ohio University. Additional questions concerned respondents' programs of study, academic aspirations, and the academic colleges within Ohio University. Selected results of the Alumni Study are considered to illustrate how information is interpreted. Examples are drawn from the traditional alumni outcomes, competencies needed and developed, and college-specific outcomes information. Alumni outcomes information is used in academic program review, institutional planning and budget review, student retention programs, accreditation review and self-study, student recruitment, and career planning/placement. 10 references. (SW)

Descriptors: *Alumni; *College Graduates; College Programs; *Education Work Relationship; Graduate Surveys; Higher Education; Institutional Research; *Outcomes of Education; Skill Development

Identifiers: *AIR Forum; *Ohio University

ED293440 HE021353

A Multidimensional Approach to Student Outcomes Assessment. AIR 1987 Annual Forum Paper.

Moden, Gary O.; Williford, A. Michael

May 1987

27p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; Ohio

Journal Announcement: RIESEP88

A multidimensional program of student assessment that has been used for over 7 years at Ohio University is described. Between 200 and 250 freshman actually participate each year. Various forms of value-added testing, measures of social and academic integration, and alumni outcomes measures are used. The program is unique in that general education requirements have changed during the 7 years of the program, and valuable pre- and post-tests have been conducted. To measure the impact of general education, the American Colleges Testing Program College Outcomes Measures Project instrument is used. The Student Involvement Questionnaire was also used to collect information on academic involvement, social involvement, and students' goals and commitment to the institution. Other components of the assessment system are: the Student Tracking System, which identifies attrition influences; the Student Treatment Study, which identifies student attitudes concerning the university; and placement and alumni studies, including the Alumni Survey. Selected results of these assessment methods are presented, and the uses of the assessment information are also identified. 6 References. (Author/SW)

Descriptors: Academic Ability; *College Students; *Evaluation Methods; Higher Education; Institutional Research; *Outcomes of Education; Skill Development; Student Attitudes; Student Attrition; Student College Relationship; *Student Evaluation; Student Participation

Identifiers: *AIR Forum; *College Outcomes Assessment; Ohio University

ED293386 HE020547

An Academic Counter-Revolution: The Roots of the Current Movement To Reform Undergraduate Education.

Gamson, Zelda F.

Mar 1987

35p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIESEP88

An explanation of the roots of the current movement to reform undergraduate education is presented. It is suggested that the reform movement is a reaction against the dominance of the research university. Several reports about the state of undergraduate education are cited, including "Involvement in Learning," "To Reclaim a Legacy," and "Integrity in the College Curriculum." Forces set in motion by the academic revolution and mass education are identified that contributed to the erosion in undergraduate education, and especially liberal education. The academic revolution brought about an emphasis on research and graduate education, as well as specialization in a discipline by faculty. Four types of activities that characterized alternatives to the academic revolution in undergraduate education are considered: making more intellectual demands on students, strengthening general education, specifying outcomes and assessing them, and creating academic community. The reports about undergraduate education served to promote a set of values that stood against the academic revolution, which emphasized the research university and graduate education. 40 references. (SW)

Descriptors: *Academic Standards; College Environment; *Educational Change; *General Education; *Higher Education; Liberal Arts; *Outcomes of Education; Research Universities; Student Evaluation; *Undergraduate Study

Identifiers: *AAHE Assessment Forum

ED293385 HE020546

The External Examiner Approach to Assessment. AAHE Assessment Forum Paper.

Fong, Bobby

American Association for Higher Education, Washington, D.C.

Jun 1987

27p.; Paper presented at the National Conference on Assessment in Higher Education (2nd, Denver, CO, June 14-17, 1987). Paper collected as part of the American Association for Higher Education Assessment Forum.

Sponsoring Agency: Association of American Colleges, Washington, D.C.

Available from: American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIESEP88

The external examiner approach to assessment can address concerns that American educational standards are low, curricular coherence is lacking, and college students are learning insufficiently. The discussion: (1) contrasts the conditions in British and American higher education that make the British model inappropriate for the United States; (2) explores how the external examiner model nevertheless has applications that address American needs for assessment; (3) review the considerations of reliability and validity in external examiner use of comprehensive and oral examinations; and (4) gives examples of how American institutions are presently using external examiners to evaluate learning in courses, internships, and senior projects, as well as assessing summative learning in majors. (Author/KM)

Descriptors: *Academic Achievement; Academic Standards; *Achievement Tests; Bachelors Degrees; College Students; Criterion Referenced Tests; *Educational Assessment; Higher Education; Knowledge Level; Majors (Students); Models; *Outcomes of Education; *Student Evaluation; Test Reliability; Test Validity

Identifiers: *AAHE Assessment Forum; College Outcomes Assessment; *External Evaluation; Great Britain

ED293379 HE020047

Defining and Assessing Baccalaureate Skills: Ten Case Studies. A Report on the Academic Program Evaluation Project.

American Association of State Colleges and Universities, Washington, D.C.

1986

81p.; Paper collected as part of the American Association for Higher Education Assessment Forum. Case study institutions also include Western Kentucky University.

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Report No.: ISBN-0-88044-065-1

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIESEP88

Efforts to evaluate the general education component of baccalaureate degree programs at ten colleges using a uniform assessment formula are described. The colleges were participants in the American Association of State Colleges and Universities' Academic Program Evaluation Project (APEP), which proposed that outcomes of baccalaureate education can be expressed as generic intellectual skills that are measurable and by which students can be evaluated. Information is provided on the five stages of APEP: defining generic skills; identifying performance indicators, criteria, and testing procedures; assessing students and programs; judging student and program performance; and policy analysis and decision making. Institutional profiles, background information, and descriptions of the evaluation efforts in the early 1980s are provided for following colleges and universities: Ball State University; California State University, Chico; North Adams State College; Ramapo College of New Jersey; Southern Illinois University at Edwardsville; State University College at Potsdam in New York; University of Nebraska at Omaha; Wayne State College; Western Carolina University; and Western Kentucky University. (SW)

Descriptors: *Bachelors Degrees; Case Studies; *College Curriculum; Evaluation Criteria; *General Education; Higher Education; *Outcomes of Education; *Program Evaluation; Skill Development; State Colleges; State Universities; *Student Evaluation

Identifiers: *AAHE Assessment Forum; Ball State University IN; California State University Chico; College Outcomes Assessment; North Adams State College MA; Ramapo College of New Jersey; Southern Illinois University Edwardsville; State University of New York Coll at Potsdam; University of Nebraska Omaha; Wayne State College NE; Western Carolina University NC; Western Kentucky University

ED292433 HE021318

Thinking about Assessment: Perspectives for Presidents and Chief Academic Officers.

Rossmann, Jack E.; El-Khawas, Elaine

American Association for Higher Education, Washington, D.C.; American Council on Education, Washington, D.C.

Jun 1987

28p.

Available from: Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036-1193 (single copies free; 2 or more, $1.00 each).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAUG88

Target Audience: Administrators; Practitioners

Assessment in higher education is shifting from the state house to the college campus. Information is provided to help campus administrators make the best decision regarding their institutions. A general perspective is offered to senior administrators with little previous experience in systematic assessment. Section I, "Assessment: What Is It All About?" defines and explains the concern with assessment. Section II, "Should We Develop an Assessment Program?" considers the benefits of assessment, the way to balance assessment with other goals, and how to deal with external constituencies. "How Should We Start?" in section III, focuses on the leadership role, organizing for assessment, collecting data, determining costs of assessment, and establishing a schedule. The accompanying figures offer information on different approaches to assessment, state mandates on assessment, possible components of an assessment plan, and possible roles for presidents and chief academic officers in student assessment; and present a checklist of possible assessment costs, examples of a planning schedule, and advice from assessment pioneers. Twenty-two references are given and a concluding page is included, entitled, "Using Assessment to Greatest Effect." (SM)

Descriptors: Accountability; College Administration; College Students; *Educational Assessment; Evaluation Criteria; *Evaluation Methods; Higher Education ; *Outcomes of Education; Program Development; *Student Evaluation

Identifiers: *College Outcomes Assessment

ED292402 HE021266

Outcomes and Development: Separate Notions or Parts of One Whole. ASHE Annual Meeting Paper.

Stage, Frances K.

Nov 1987

21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); CONFERENCE PAPER (150)

Geographic Source: U.S.; Indiana

Journal Announcement: RIEAUG88

The literature on the development of college students is discussed, and recommendations are offered for developing a course on student development theory and research. The following observations about the literature are considered: (1) the literature on the college student is actually two separate literatures, one focused on outcomes and the other on development, and there are few links to guide meaningful synthesis; (2) the literature is largely monocultural, focusing on white upper and middle class students at large residential research universities; and (3) there is a lack of process models that tie directly to specific theory and that can be used to guide practice on college campuses. The outcomes approach is more sociological and uses demographic data to assess broadly defined groups of students. The student development approach takes a more psychological approach and uses theories to identify developmental levels or tasks of students. It is suggested that in courses on college student development both bodies of literature be used. To locate readings on students who are not part of the dominant culture, readings from other disciplines such as counseling may need to be tapped. Included are 28 references. (SW)

Descriptors: College Curriculum; *College Students; Curriculum Development; Developmental Stages; Educational Research; Higher Education; *Outcomes of Education; Postsecondary Education as a Field of Study; Student Characteristics; *Student Development; Theories; *Theory Practice Relationship

Identifiers: *ASHE Annual Meeting

ED292361 HE020490

A Position Paper on Postsecondary Assessment.

Hollander, T. Edward

New Jersey State Dept. of Higher Education, Trenton.

12 Jan 1987

17p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEAUG88

Government: State

Principles of sound educational assessment are discussed, along with current assessment issues and appropriate roles of colleges and the state in developing and implementing assessment systems. Assessment practice in New Jersey is considered. Principles of good assessment include: assessment should serve, not dictate, educational purposes; forms of assessment designed to serve one purpose will not necessarily be suitable to serve another; judgments regarding individuals, programs, and colleges should be based on multiple indicators of performance; and when improvement in educational practice is desired, faculty should help shape assessment purposes and procedures. Features of schools that influence the most appropriate forms of assessment include mission, curricula, and faculty roles. Efforts to develop more systematic assessment procedures at the state level in New Jersey include the Basic Skills Assessment Program and the College Outcomes Evaluation Program. One major issue concerning assessment is whether students should be required by the state to pass a particular test in order to be permitted to proceed to the next phase of their college education. A resolution concerning assessment principles in New Jersey is included. (SW)

Descriptors: College Role; *Educational Assessment; Government Role; *Government School Relationship; Mastery Tests; *Outcomes of Education; Position Papers; *Postsecondary Education; *Program Development; Public Policy; Student Evaluation; Teacher Role; Test Results

Identifiers: *AAHE Assessment Forum; *New Jersey

ED293387 HE020550

Legislative Action & Assessment: Reason & Reality. Conference Proceedings (Arlington, Virginia, July 7-9, 1986).

McGuinness, Kathleen, Comp.

American Association of State Colleges and Universities, Washington, D.C.; George Mason Univ., Fairfax, Va.

Jul 1986

324p.; Report collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC13 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; Virginia

Journal Announcement: RIESEP88

Legislative action and assessment in higher education are addressed in 24 papers from a 1986 conference sponsored by George Mason University (Virginia) and the American Association of State Colleges and Universities. Titles and authors include: "Defining and Assessing Baccalaureate Skills: Ten Case Studies" (American Association of State Colleges and Universities); "Assessing Outcomes: The Real Value Added Is in the Process" (T.W. Banta, H.S. Fisher); "Assessment and the Reification of Learning" (C. Bouton); "The Relationship between High School Writing Experiences and University Admission Requirements" (J.E. Creeden); "Academic Assessment: Implications for Faculty Evaluation" (R. DeBard); "Clayton State College" (J. Doig, L. Greer, J. Swofford); "Performance Funding for Tennessee Higher Education: How Does It Work and Where Did It Come From" (R.G. Dumont); "Stimulating Local Assessment Initiatives by State Policy: Miami University's Response to Ohio Program Excellence" (C.W. Ellison); "The Assessment of Academic Quality: A Review of Existing Techniques with Emphasis on Their Validity and Feasibility in Public Higher Education" (W.F. Enteman, P.I. Jackson); "Where Is the Value in "Value-Added" Testing?" (H.T. Everson); "An Approach to 'In-House' Test Development: For Major Field Assessment" (A.J. Golden); "Assessment in Undergraduate Education and Some Implications for Minorities" (F.A. Hrabowski); "Miami-Dade Community College" (J.T. Kelly, J. Losak); "Evidence of Quality Assessment and Control in State Budget Documents" (J.A. Lamb); "Committee on Student Assessment" (F. Luth, V. Livingston, A. Kohen, D. Corbin, A. Lyndrup); "Creating Usable Program Evaluation" (J.H. McBath); "State Control of Higher Education in Michigan: A New Scenario" (T.H. McKinney); "An Overview of Institutional Evaluation" (R.I. Miller); "The Role of Professional Judgment in the Use of Assessment Data" (E.T. Moran); "The Promise of Assessment: Linking Indicators to Outcomes" (T.E.R. Redmon); "Evaluation of Excellence: The Tennessee Plan" (L. Rudolph, J. Nixon); "Teaching Thinking: Implications for Institutional and Public Policy" (M.A. Schlessinger); "The Uses of Assessment for Decision Making: A Primer About Northeast Missouri State University's Value-Added Program" (T.B. Smith); and "Evaluating Academic Programs" (H.L. Thompson). (SW)

Descriptors: *Educational Assessment; Educational Quality; *Higher Education; *Outcomes of Education; *Program Evaluation; Public Colleges; *Public Policy; *Student Evaluation

Identifiers: *AAHE Assessment Forum; College Outcomes Assessment; Value Added

ED288457 HE020955

A User-Based Response System for the Applied Research Needs of Comprehensive Outcomes Assessment Activities.

Chatman, Steve; Sprengel, Archie

Nov 1987

20p.; Paper presented at the Annual Meeting of the Mid-America Association for Institutional Research (St. Louis, MO, November 1987).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Missouri

Journal Announcement: RIEAPR88

The development of a computer-based decision support system for outcomes assessment at Southeast Missouri State University is described. A menu-driven, user-based retrieval and analysis and reporting system, the Statistical Analysis System (SAS) was designed. The decision support system incorporates two major components, research group identification/selection and selection of analytic techniques. The research group identification component constructs the necessary job control language and SAS DATA step actions. The design menu for identification/selection is presented and explanations are offered. The major analysis procedures are also identified. The constructed SAS program will be modifiable so that more sophisticated analyses can be performed. The user-based information system provides a controlled mechanism of automated access to student information files. It is suggested that without a data access and analysis system, the information needs of all disciplines and of the university will quickly overwhelm a small institutional research office leading to canned responses in the form of summary reports or reliance on national testing group reports, neither of which will adequately address the needs of faculty. (SW)

Descriptors: *Computer Oriented Programs; Higher Education; Information Needs; *Information Systems; *Institutional Research; *Outcomes of Education; Research Methodology; *Research Needs; State Universities; Statistical Analysis; User Needs (Information)

Identifiers: *Decision Support Systems; *Southeast Missouri State University

ED287440 HE020914

Psychological Models of the Impact of College on Students.

Korn, Harold A.

National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.

1986

24p.; From the NCRIPTAL Program on Instructional Processes and Educational Outcomes.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Grant No.: OERI-86-0010

Available from: NCRIPTAL, Suite 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-2748 (Technical Report No. 86-B-001.0, $5.00).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEMAR88

Summary findings are presented on research about the impact of college in order to identify key issues related to understanding the lives of individual students. Five perspectives are offered: Bowen's outcomes and goals; Feldman and Newcomb's student personality, values, and beliefs; Pace's achievement testing; Astin's longitudinal studies; and Pascarella's cognitive development in social contexts. Theoretical and methodological issues are discussed that set the stage for introducing new ways of explaining the impact of college, and theoretical models are introduced that are influenced by the heuristic orientation of cognitive psychology (Cantor and Kihlstrom's social-cognitive personology theory, and Baron's personality and intelligence theory). It is concluded that the impact of college on students is mediated, influenced, or determined by interactions between diverse psychological processes. Depending on the theoretical orientation of the research, they have been labeled student involvement, openness to change, and quality of student effort. (LB)

Descriptors: *Cognitive Psychology; College Attendance; *College Role; *College Students; Higher Education; Longitudinal Studies; Models; *Outcomes of Education; *Personality; Psychological Characteristics; Student Attitudes; *Student Development; Values

Identifiers: *College Outcomes Assessment

ED287431 HE020900

Focusing on Student Academic Outcomes. A Working Paper.

Alexander, Joanne M.; Stark, Joan S.

National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.

1986

43p.; From the NCRIPTAL Program on Research Leadership, Design and Integration.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Grant No.: OERI-86-0010

Available from: NCRIPTAL, Suite 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-2748 (Technical Report No. 86-A-002.0, $5.00).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); REVIEW LITERATURE (070)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEMAR88

Current methods and instruments for assessing college student academic outcomes are identified and described, and possible outcome measures of NCRIPTAL's (National Center for Research to Improve Postsecondary Teaching and Learning) are suggested. Section I defines college outcomes from several perspectives, including pressures for outcome assessment, emphasis on quality, and issues that hinder assessment. Section II reviews various approaches to outcome assessment as well as existing typologies for classifying outcomes, including works of Pace, Astin, Bowen, Ewell, and Lenning. A typology tentatively adopted by NCRIPTAL researchers is introduced and delimits the discussions of outcomes in Section III, which presents several common outcome measures. They are grouped in three categories: (1) academic-cognitive outcomes (Graduate Record Examination, Undergraduate Assessment Program of the College Entrance Examination Board, American College Testing (ACT) Program achievement tests, ACT College Outcome Measures Project, College Level Examination Program, critical thinking and higher level outcome measures, basic skills); (2) academic-motivational outcomes; and (3) academic-behavioral outcomes (career/life goal exploration, diversity, persistence, faculty-student relationships). Appended are charts showing the categories of the NCHEMS Outcome Structures, and lists of basic skills tests for college students. Seventy references are included. (LB)

Descriptors: Academic Achievement; Basic Skills; *Classification; *College Students; *Educational Assessment; *Evaluation Methods; Higher Education; *Outcomes of Education; *Research Design; Standardized Tests; Student Development

Identifiers: *College Outcomes Assessment

ED287359 HE020754

A Statement of Policy by the State Higher Education Executive Officers on Program and Institutional Assessment.

Roaden, Arliss L.; And Others

State Higher Education Executive Officers Association.

14 Jul 1987

25p.

Available from: State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEMAR88

Ten recommendations on outcomes assessment primarily for undergraduate education are offered by the Program and Institutional Assessment Task Force of the State Higher Education Executive Officers (SHEEO). The recommendations include: degree-granting institutions should assess entering students to determine whether they are prepared to take courses toward a degree or whether they require basic skills remediation; states should develop uniform definitions of graduation and retention rates and should measure them at each institution; degree-granting institutions should assess the achievement of general education objectives by undergraduates; the performance of students on licensure and certification examinations should be used as an appropriate measure for judging program and institutional quality; and occupational programs should be judged in part by the success of students in finding employment. Appended are: a section from a report entitled "Time for Results: The Governors' 1991 Report on Education" that covers assessment; and an article on an Education Commission of the States survey on current practices in assessment in public higher education entitled "Assessment and Outcomes Measurement: A View from the States" by Carol M. Boyer and others. (SW)

Descriptors: *Academic Standards; College Programs; *Educational Assessment; Educational Objectives; Educational Quality; Higher Education; Institutional Evaluation; *Outcomes of Education; Position Papers; *Program Evaluation; Public Colleges; *Student Evaluation; *Undergraduate Study

ED287331 HE020606

Higher Education in Georgia: Assessing the Institutional Effectiveness of Student Retention. Proceedings of the Conference (4th, Athens, Georgia, December 1-2, 1986).

Fincher, Cameron, Ed.; And Others

Georgia Univ., Athens. Inst. of Higher Education.

1987

111p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

Available from: University of Georgia, Institute of Higher Education, Athens, GA 30602 ($4.00).

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEMAR88

Assessing the effectiveness of institutional efforts in student retention in Georgia higher education is addressed in papers from a conference sponsored by the University of Georgia. Included are Patrick T. Terenzini's keynote address, "What Research Tells Us about Student Retention" and an address by Harry Carter, "Student Retention as a Measure of Institutional Quality." From seven panels on retention, the following papers/authors are represented: "College Entrance Requirements That Make Sense" (Nathaniel Pugh, Jr.); "The Special Problems of Retaining Technical Students" (Jennifer Coplin); "Problems in Defining Vocational-Technical Retention Statewide" (Fred E. Kiehle, III); "Principles of Learning and Development: Can They Help in Retraining Students?" (Cameron Fincher); "Placement and Retention in Remedial/Developmental Programs in the SREB States" (Ansley A. Abraham, Jr.); "Factors Influencing Retention in Private Four-Year Colleges" (M. Willisia Holbrook); "Retention Programs That Work in Private Two-Year Colleges" (Ronald Weitman); "Retention Issues in Medical and Health Education: The Academic Health Center" (Jean A. Morse); "A Retention Model for Minority Students in Allied Health Professions" (Lynda D. Woodruff, Delmas J. Allen); "Institutional Studies on Retention: A Taxonomy" (Larry Jones). (SW)

Descriptors: *Academic Persistence; Allied Health Occupations; College Preparation; *College Students; Health Occupations; Higher Education; Private Colleges; *School Effectiveness; *School Holding Power; Technical Education

Identifiers: *AAHE Assessment Forum; *Georgia

ED287330 HE020544

Assessment, Accountability and Improvement: Managing the Contradiction.

Ewell, Peter T.

National Center for Higher Education Management Systems, Boulder, Colo.

May 1987

25p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

Sponsoring Agency: American Association for Higher Education, Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEMAR88

Legitimate external groups that seek accountability for educational outcomes are identified, and attention is directed to choices for designing an institutional assessment, as well as principles to guide institutions' response to accountability demands. Appropriate domains of accountability include: (1) the authority of state government to regulate and govern public colleges; (2) the review of institutions by regional accreditation bodies; and (3) calls for individual colleges and universities to provide information to guide "consumer choice." Areas in which colleges must choose how to proceed with an assessment include: what to assess, how to organize the assessment, and the manner and extent to which assessment results are communicated. Principles that institutions can follow in their response to accountability demands include: respond visibly to domains of legitimate external concern, build on strength, and show action. Particular actions that institutions can undertake include: extending or initiating post-testing of basic skills, experimenting with new approaches to student evaluation within the regular curriculum, and making assessment a visible part of the curriculum and important administrative processes. (SW)

Descriptors: *Accountability; Accreditation (Institutions); *Educational Assessment; Government School Relationship; *Higher Education; Information Needs; *Outcomes of Education; *Student Evaluation

Identifiers: *AAHE Assessment Forum

ED285516 HE020862

Postsecondary Assessment. Report of a Planning Conference (Washington, D.C., November 20, 1986).

Brown, George H.; Faupel, Elizabeth M.

Center for Education Statistics (OERI/ED), Washington, DC.

1987

114p.; For reports from related conferences, see PS 016 941 and TM 870 644.

Report No.: CS-87-445

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJAN88

Government: Federal

A report of a 1986 planning conference on postsecondary assessment is presented along with four commissioned papers from the conference and their summaries. Titles and authors of the papers are as follows: "Postsecondary Assessment: The State of the Art" (Leonard L. Baird); "Assessing Student Progress in College: A Process-Oriented Approach to Assessment of Student Learning in Postsecondary Settings" (Paul R. Pintrich); "Assessment of College Outcomes" (Aubrey Forrest); and "The State of the States in Postsecondary Assessment" (Edward A. Morante). An edited version of the general discussion that ended the conference is also provided. The objectives of the discussion were to summarize the conference and elicit recommendations for the Center for Education Statistics (CES). The final section of the report considers implications for the Center. A paper prepared by Dennis Jones, "Postsecondary Education Assessment: The Role of the Center for Education Statistics," synthesizes the conference. In addition, comment on the conference is provided by David A. Sweet, Director, Education Outcomes Division, CES. A list of conference participants and biographical sketches of speakers are appended. (SW)

Descriptors: Academic Achievement; Academic Persistence; Agency Role; Alumni; College Graduates; *Educational Assessment; Federal Government; *Government Role; *Government School Relationship; *Outcomes of Education; *Postsecondary Education; State Government; *Student Evaluation

Identifiers: *Center for Education Statistics

ED285453 HE020543

ACT COMP Test Data, Fall 1986. Eastern New Mexico University. AAHE Assessment Forum Paper.

Eastern New Mexico Univ., Portales.

Feb 1987

40p.; Paper collected as part of the American Association for Higher Education Assessment Forum. For related documents, see HE 020 540 and HE 020 542.

Report No.: IR-OPA-R-241

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); RESEARCH REPORT (143)

Geographic Source: U.S.; New Mexico

Journal Announcement: RIEJAN88

Results of assessing Eastern New Mexico University students' cognitive outcomes are presented as one component of research being conducted by the Student Impacts and Outcomes Committee. The impact of general education studies on undergraduates' integration and utilization of knowledge is being assessed using the American College Testing Program's College Outcomes Measures Program (ACT COMP) objective test. The test consists of six subtests: functioning in social institutions, using science and technology, using the arts, communicating, solving problems, and clarifying values. First semester freshmen are required to take this test; 704 students were tested in September 1986. The total ACT COMP score for the average freshman (0-29 cumulative credit hours) was at the 43rd percentile when compared to national norms. Percentiles for ENMU and the national sample are also reported for the six subtests. Charts present ACT COMP subtest results on: university-wide percentile rankings; percentile rankings for the advising center and for four colleges within the university; and comparisons of scores for five ethnic groups. (SW)

Descriptors: Aesthetic Values; Art Appreciation; *Cognitive Development; *College Students; Communication Skills; Educational Assessment; Educational Testing; *General Education; Higher Education; *Knowledge Level; National Norms; *Outcomes of Education; Problem Solving; Scientific Literacy; Social Cognition; Undergraduate Study; Values Clarification

Identifiers: AAHE Assessment Forum; American College Testing Program; *College Outcome Measures Project; *Eastern New Mexico University

147

ED284897 TM870444

Are Value-Added Analyses Valuable?

Pascarella, Ernest T.

1986

23p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEDEC87

The value-added approach to the assessment of student outcomes examines actual or inferred changes in students' performance over time. It also attempts to separate the net effects of instruction from previous ability or simple maturation. Others may have different definitions of this concept, and this vagueness causes problems. Suggested ways to improve value-added assessment include the cross-sectional research design; methods of estimating the effect of a particular collegiate experience independent of students' pre-college differences; multiple regression analysis; analysis of joint or redundant effects not directly attributable to instruction; and the development of causal models. It is also noted that value-added assessments which consider only the general effects of college disregard the possibility that not all students may benefit equally from the same experience. Further attention to this area of research is needed. (GDC)

Descriptors: *Accountability; Aptitude Treatment Interaction; Colleges; *Educational Assessment; Educational Testing; Evaluation Methods; *Evaluation Problems; Higher Education; Institutional Evaluation; *Outcomes of Education; *Pretests Posttests; *Student Evaluation; Testing Programs; Undergraduate Study; Values

Identifiers: *Value Added

ED284895 TM870442

The Case for Unobtrusive Measures.

Terenzini, Patrick T.

1986

17p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEDEC87

Unobtrusive measures are recommended as a means of assessing educational outcomes of colleges. Such measures can counteract the response bias which is common in questionnaires and interviews. Outcomes researchers are, in fact, asked to supplement standard measures with unobtrusive measures. Interesting data may result from observation of students' social interaction and seating patterns, or the tenor of student graffiti and campus bulletin boards. Unobtrusive measures are warranted on the measurement grounds of reliability due to multiple measures, or increased sampling. In addition, observation of behavior is a more valid measure of attitudes than an interview in which the responses may be biases. Unobtrusive measures may be much less costly than standard tests, since conclusions may be drawn from data which have already been collected and stored. The prudence of unobtrusive measures is demonstrated by the wisdom of using multiple measures to assess something as multifaceted as the quality of a college education. Some examples of this type of measurement include the analysis of students' course-taking patterns. (GDC)

Descriptors: Colleges; Cost Effectiveness; *Educational Assessment; Error of Measurement; Evaluation Criteria; *Evaluation Methods; Higher Education; *Informal Assessment; *Institutional Evaluation; *Naturalistic Observation; *Outcomes of Education; Student Evaluation; Testing Problems

Identifiers: *Unobtrusive Measures

ED284893 · TM870440

The Why, What, and Who of Assessment: The Accrediting Association Perspective.

Manning, Thurston E.

1986

10p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEDEC87

Accrediting associations assess colleges in order to find out what has been accomplished, and to find out how it might be better accomplished. Assessment of educational outcomes can be a useful way to demonstrate the success of alternative means. However, accrediting agencies do not rely exclusively on outcome measures, since they only assess what has been effective in the past. Outcome measures do not necessarily assess current conditions or predict the future. Accrediting agencies assess students, institutions, and programs according to the institutions stated purposes and objectives, which include the educational achievements of their students. The acceptability of the institutional objectives may also be examined. There is no national agreement, given the heterogeneity of American higher education, on the definition of what it means to have earned a particular degree. Assessment should be performed by the accrediting agencies, the institution, and the states. Difficulties associated with assessment include the complexity of goals, participants, and outcomes; use of the information; the temptation to use shortcuts; and the need for better measurement techniques. (GDC)

Descriptors: *Accrediting Agencies; *Agency Role; Colleges; *Educational Assessment; Educational Testing; Evaluation Criteria; Evaluation Problems; Higher Education; *Institutional Evaluation; *Measurement Objectives; Organizational Objectives; *Outcomes of Education; State Programs; Testing Programs

ED284889 TM870436

Assessing the Outcomes of Higher Education. Proceedings of the ETS Invitational Conference (47th, New York, New York, October 25, 1986).

Educational Testing Service, Princeton, N.J.
1987
114p.; For individual papers see TM 870 437-444 and ED 281 400.
Report No.: ISBN-0-88685-062-2
Available from: Invitational Conference Proceedings, Educational Testing Service, Princeton, NJ 08541-0001.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEDEC87

Nine papers were presented at the 1986 Educational Testing Service Invitational Conference on outcomes assessment in higher education. The Award for Distinguished Service to Measurement was awarded to Frederic Kuder for development of the Kuder-Richardson 20 and KR-21 formulas for test reliability, the Kuder Preference Record, and the Kuder Occupational Interest Survey. The papers included a discussion of the goals and realities of American higher education (W. Ann Reynolds); the college's perspective of assessment (John W. Chandler); the state's perspective (Eleanor M. McMahon); and the accrediting association's perspective (Thurston E. Manning). Discussions also focused on critical validity issues in college assessment (Eva L. Baker); the case for unobtrusive measures (Patrick T. Terenzini); use of assessment to improve instruction (K. Patricia Cross); and value-added student assessment (Ernest T. Pascarella). In addition, Russell Edgerton presented a critical history of assessment in the form of a play. (GDC)

Descriptors: Academic Standards; Accountability; Accreditation (Institutions); College Students; *Educational Assessment; *Educational Objectives; Educational Policy; *Educational Testing; Government Role; *Higher Education; *Institutional Evaluation; *Measurement Objectives; *Outcomes of Education; Testing Problems; Testing Programs; Test Use; Test Validity

Identifiers: Kuder (Frederic); Value Added

ED283498 HE020538

Longwood College Involvement Project.

Longwood Coll., Farmville, VA.

Apr 1986

38p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Virginia

Journal Announcement: RIENOV87

Longwood College's Involvement Project to promote student development is described, and specific assessment materials are provided. Included is an involvement transcript that helps students assess their college accomplishments and how to translate learning experiences into competencies. Fourteen student goals and skills and knowledge areas are specified, as well as opportunities for their acquisition. Details are provided for the goals of effective communication, interpersonal effectiveness, sense of awakening, and critical thinking. The enclosed activities record enables students to document whether they participated in specific groups and activities, the leadership position they held, and dates of membership. The 14 skills and subcategories of skills are included on a worksheet that allows students to write in the specific activities they did for each skill area in order to show how their activities translated into skills. Also included is an Involvement Survey, which helps students see the areas of development on which they are concentrating or neglecting, as well as their relative progress toward the 14 goals. Appended is a 1987 "Proposal for Longwood College Center for Excellence, Individual Student Development" by William S. Moore. (SW)

Descriptors: *College Students; *Educational Objectives; *Experiential Learning; Higher Education; Knowledge Level; Learning Experience; *Outcomes of Education; Skill Development; Small Colleges; State Colleges; Student Development; *Student Participation

Identifiers: *AAHE Assessment Forum; *Longwood College VA

ED283497 HE020537

The Growth of a Model College. King's College. A Report of the President, 1986.

King's Coll., Wilkes-Barre, Pa.

1986

50p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

Available from: Public Relations and Marketing Office, King's College, 133 N. River St., Wilkes-Barre, PA 18711 (free).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIENOV87

An assessment model at King's College (Pennsylvania) is described, which involves redesigning the general education core curriculum with competency-based measures. The new learning plan for the core curriculum establishes graduation competencies and regular monitoring of student progress. The plan supports a value-added approach to curriculum and student learning outcomes. Components of the plan include: pre- and post-testing, descriptive competency statements and measurements, competency growth plans, integrated effective writing and critical thinking assessment, senior level capstone course, senior level integrated assessment in major field, and development of teaching strategies to assist students to become active learners. Information is provided on these components and on the summer advisement and orientation program for freshmen and transfer students, alumni surveys, library competency for accounting students, computer competency for psychology majors, and the core curriculum. Basic skills of entering students will be assessed to determine appropriate course placement, and standardized tests will assess six areas of knowledge. Attitudinal surveys will also identify student goals, attitudes, and values. (SW)

Descriptors: Alumni; *College Curriculum; College Freshmen; College Transfer Students; *Competency Based Education; Computer Literacy; *Core Curriculum; Critical Thinking; Curriculum Development; Educational Assessment; Educational Testing; General Education; Graduate Surveys; Higher Education; Knowledge Level; Library Science; Majors (Students); *Outcomes of Education; Pretests Posttests; *Student Evaluation; Writing Skills

Identifiers: *AAHE Assessment Forum; *Kings College PA; Value Added

ED283482 HE020493

Testimony for the National Governors Association Task Force on College Quality on Behalf of the American Association of State Colleges and Universities.

Smith, Hoke L.

22 Feb 1986

24p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: LEGAL MATERIAL (090); POSITION PAPER (120)

Geographic Source: U.S.; Maryland

Journal Announcement: RIENOV87

Current higher education assessment practices and goals of additional assessment are discussed in testimony before the National Governors Association Task Force on College Quality. Ways to improve the assessment process are also suggested by the chair-elect of the American Association of State Colleges and Universities. In addition to student course grades, additional assessment systems include questionnaires of the National Center for Higher Education Management Systems. Regional and specialized accreditation are noted as ways to strengthen review of the curriculum. Difficulties with the use of a standard single assessment approach are noted. Weaknesses of the current system of assessment are identified: many institutions do not fully evaluate the effectiveness of the curriculum, particularly the general education component; and available data are not effectively used. Approaches that may improve the higher education assessment system include: making data comparative; communicating assessment information to the relevant decision-makers; providing financial and psychological support to those who make changes based on the information; and involving faculty in evaluating the impact of the curriculum. (SW)

Descriptors: Accreditation (Institutions); Change Strategies; *Curriculum Evaluation; *Educational Assessment; *Educational Quality; *Higher Education; *Information Needs; State Universities; *Student Evaluation

Identifiers: *AAHE Assessment Forum

ED283461 HE020443

The Role of Assessment in Minnesota Institutions of Higher Education.

Thomas, Alice

Feb 1987

43p.; For related document, see HE 020 441. Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIENOV87

Views of the chief academic officers at Minnesota colleges concerning assessment were surveyed. Responses were received from 17 private colleges, 5 University of Minnesota campuses, 7 state universities, 18 community colleges, and 33 area vocational-technical institutes. For each type of institution, survey results are presented concerning: the extent of discussion and planning concerning assessment, the climate for assessment and obstacles, types of assistance needed to conduct assessments, the role of assessment, and the types of assessment information collected. To determine what assessment information was collected, a second questionnaire was sent to institutional research officials at the campuses. There appeared to be a high level of discussion and/or planning activity regarding quality and assessment in Minnesota institutions among faculty, administrators, and boards. The type of assessment discussion and planning varied with institutional type. With the exception of the vocational-technical institutes, the institutions supported focusing assessment on broadly defined outcomes rather than easily learned skills and knowledge. In general, the colleges wanted to tie assessment to improving instruction and including feedback to students. Appended are the questionnaires and average responses for each item. (SW)

Descriptors: Accountability; *Administrator Attitudes; Community Colleges; *Educational Assessment; *Educational Quality; Evaluation Utilization; *Higher Education; Improvement Programs; *Information Needs; Institutional Research; Private Colleges; Public Colleges; Questionnaires; Technical Institutes

Identifiers: *AAHE Assessment Forum; *Minnesota

ED283460 HE020442

The State's Role and Impact in Improving Quality in Undergraduate Education: A Perspective and Framework.

Berdahl, Robert O.; And Others

1987

22p.; Paper collected as part of the American Association for Higher Education Assessment Forum. Table 1 contains small print.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Michigan

Journal Announcement: RIENOV87

The role of state government in improving the quality of undergraduate education and the impact of related state actions on colleges are discussed. The background of state interest in quality is reviewed. Four forces accounting for state interest in the quality of higher education are identified: a spillover from concern about quality in elementary/secondary education, links between higher education and state economic growth, performance audits, and the link between quality improvement and allocation of scarce resources. State approaches to quality improvement are considered, including: statewide planning focusing on quality, blue ribbon commissions/task forces, program review and approval, resource allocation policies, faculty improvement, remedial education, admission standards, articulation agreements, and assessment/testing. A framework of the state's role and institutional impacts in improving postsecondary education quality identifies major groups that play important roles, including state officials, the state higher education agency, accrediting agencies, and colleges. The framework also considers the state policy arena, state coordination of quality improvement efforts, institutional impacts, and state system impacts. (SW)

Descriptors: Accountability; Coordination; *Educational Quality; Government Role *Government School Relationship; *Higher Education; *Improvement Programs; Public Policy; *State Government; Statewide Planning; *Undergraduate Study

Identifiers: *AAHE Assessment Forum

ED283459 HE020441

The Role of Assessment in the Private Institutions in Minnesota.

Thomas, Alice

Feb 1987

32p.; For related document, see HE 020 443. Paper collected as part of the American Association for Higher Education Assessment Forum. Tables in appendices contain small print.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIENOV87

Views of academic deans at 15 private Minnesota colleges concerning assessment were surveyed. About half of the colleges experienced some but not great pressure for assessment from their external environment while the remaining had felt essentially no pressure. The deans identified obstacles to assessment, including fears about possible intrusion of assessment on teaching and learning and misuse of assessment results, and fears related to limited resources of time, money, and technology. Assessment instruments and funding appeared as areas of needed assistance. A majority of the colleges had availed themselves of the opportunity to learn more about assessment through conferences devoted entirely to assessment. Regarding the appropriate role of assessment, there were some differences between the use of assessment for accountability versus improvement and development. Although differences were not large, there was a tendency to favor assessment for improvement and development purposes over accountability. A second questionnaire was sent to institutional research personnel to determine the types of assessment information collected by the college. Appended are the questionnaires, which used some items from an American Council on Education survey. (SW)

Descriptors: *Academic Deans; Accountability; *Administrator Attitudes; *Educational Assessment; *Educational Quality; Evaluation Utilization; Higher Education; Improvement Programs; Information Needs; Institutional Research; *Private Colleges; Questionnaires

Identifiers: *AAHE Assessment Forum; *Minnesota

ED283447 HE020425

Chapter 1 College Discovery and Development Program Student Outcome Data, 1985-86. End-of-Year Report. OEA Evaluation Report.

Mei, Dolores M.; And Others

New York City Board of Education, Brooklyn. Office of Educational Assessment.

Mar 1987

28p.; Prepared by the O.E.A. High School Evaluation Unit.

Available from: Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); EVALUATIVE REPORT (142)

Geographic Source: U.S.; New York

Journal Announcement: RIENOV87

Outcome data are presented for students who participated in the 1985-1986 College Discovery and Development (CDD) program, which is affiliated with the City University of New York, and provides basic skills instruction in reading, writing, and/or mathematics. Information is included on the participants rate; reading, writing, and mathematics test results; and attendance by school and by grade. Full-year students were tested with standardized, norm-referenced tests, while half-year students were assessed using criterion-referenced tests. Pretest and posttest scores were used to determine program effectiveness in remediating basic skills deficiencies. For 1985-1986, 647 students from three Chapter 1-funded high schools participated in CDD reading and writing classes, and 296 students received CDD mathematics instruction. CDD met its overall program evaluation objectives for full-year and half-year writing students and for half-year mathematics students, but not for full-year mathematics students. Of full-year students with valid scores, 67% met the reading objective. In writing, 81% of full-year students and 77% of half-year students met the objective. Of those with complete mathematics results, 63% full-year and 79% half-year students met the objectives. (Author/SW)

Descriptors: *Basic Skills; College School Cooperation; Higher Education; High Schools; *High School Students; Mathematics Skills; *Outcomes of Education; Pretests Posttests; *Program Effectiveness; Reading Skills; *Remedial Instruction; Writing Skills

Identifiers: *City University of New York; *College Discovery And Development Program

ED283410 HE020048

Evaluating Institutional Quality: Some Ways and Some Problems.

Miller, Richard I.

1987

44p.; Paper presented at a special topic workshop sponsored by the Organisation for Economic Cooperation and Development (Paris, France, May 12-14, 1986). Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); CONFERENCE PAPER (150)

Geographic Source: U.S.; Ohio

Journal Announcement: RIENOV87

General directions in evaluating U.S. colleges and universities and problems that might be encountered in evaluating institutional quality are discussed. Eight guidelines for assessing institutional quality are also offered. Appendices consider the following five institutional evaluation approaches: educational audits, external consultant reviews, self-studies for accreditation, self-studies for institutional purposes, and state and federal reviews. Included are a categorization of 45 evaluation statements for an institutional evaluation that cover goals and objectives, student learning, faculty performance, academic programs, institutional support services, administrative leadership, financial management, governing board, external relations, and institutional self-improvement. Suggestions for assessing institutional quality include: making theoretical and operational plans for institutional evaluation compatible with the organizational ethos; communicating an overall plan for enhancing institutional quality; linking models and plans for evaluating institutional quality with resource allocation; and making institutional evaluation studies action-oriented, with plans for moving reports-to-action. (SW)

Descriptors: *Educational Assessment; *Educational Quality; Evaluation Criteria; Higher Education; *Institutional Evaluation; *School Effectiveness; *Self Evaluation (Groups); Trend Analysis

Identifiers: *AAHE Assessment Forum

BEST COPY AVAILABLE

ED283409 HE020046

A Description of a Student-Staffed, Competency-Based Laboratory for the Assessment of Interpersonal Communication Skills.

Ratliffe, Sharon A.; Hudson, David D.

1987

21p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIENOV87

A competency-based skill development and assessment procedure is used in an interpersonal communication course (SpCom 100) at Golden West College in California. SpCom 100, which offers 18 to 24 sections each semester, includes eight units: the interpersonal process, conversation, self-concept and disclosure, perception, verbal language, nonverbal communication and emotions, listening and feedback, and assertion and conflict management. Students learn and practice seven developmental skills: initiating and managing a conversation, clarifying perceptions, using descriptive language, expressing emotions, using active listening, responding with relational feedback, and using assertive messages. Assessments of student skills are conducted by trained students. Seven ways that the reliability of the assessment process is ensured are identified. It is proposed that the interpersonal climate among students and staff will be functional to the degree that the following factors are maintained: a shared goal that transcends daily procedures, open and unrestricted communication channels, the self-esteem of every person is enhanced, and course directors believe that climate is a key factor. Advantages of involving students as assessors in the interpersonal communication lab are discussed. (SW)

Descriptors: *Communication Skills; *Competency Based Education; Educational Objectives; Higher Education; *Interpersonal Communication; *Peer Evaluation; Skill Development; *Speech Communication; Student Evaluation

Identifiers: *AAHE Assessment Forum; *Golden West College CA

ED283408 HE020044

Assessment in American Higher Education: An Historical Perspective.

Garfield, Joan; Corcoran, Mary

Jul 1986

23p.; Paper presented at the Conference on Assessment in Higher Education (St. Paul, MN, June 30-July 1, 1986). Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); CONFERENCE PAPER (150)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIENOV87

The history of assessment in American higher education is examined, with a focus on the period after World War II. Assessment practices in the early years of higher education are also discussed. Assessment studies concentrated on either the college, the curriculum, or students. Questions that have been investigated by specific assessment studies are identified. The studies investigated the following concerns: whether the curriculum should be changed, the effectiveness of the curriculum, who should go to college, how students change during college, the value of a college education, the nature of the student experience, outcomes of a college education, what is wrong with the collegiate system, causes of campus unrest, and how to improve higher education. Within higher education today, assessment has come to have both narrow and broad connotations. The narrow connotation refers to determining the outcomes of a college education using standardized tests. The broad definition encompasses many types of measures and methods used to assess students at several points in time, from entrance to exit time. The following terms in contemporary use are briefly defined: test, measurement, evaluation, and assessment. A 45-item reference list concludes the document. (SW)

Descriptors: *Curriculum Evaluation; *Educational Assessment; Educational History ; *Higher Education; *Institutional Evaluation; Institutional Research; *Outcomes of Education; School Effectiveness; *Student Evaluation

Identifiers: *AAHE Assessment Forum

ED282511 HE020496

Accountability in Higher Education: Meaning and Methods.

Jones, Dennis P.; Ewell, Peter T.

National Center for Higher Education Management Systems, Boulder, Colo.

31 Jan 1987

63p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEOCT87

Government: State

This white paper on educational accountability was written in response to a request from the Colorado Commission on Higher Education (CCHE). Of major concern in this study of accountability are the distinctions between system-level and institutional-level obligations. The concept of accountability is developed and related to other important processes, such as master planning, institutional role and mission definition, program review, resource allocation, and governance. Factors that make accountability requirements different for institutions with different missions are also covered. Specific requirements for accountability processes and related state agency functions in Colorado are addressed, with attention to a variety of Colorado statutes and procedures. Included are recommendations to CCHE concerning: system-level accountability, institutional action on selected statewide priorities, institutional accountability processes, and institution-level action. Appended is information on the kinds of methods available to assess effectiveness dimensions at the institutional and state/system levels. (SW)

Descriptors: *Accountability; *Educational Assessment; *Evaluation Methods; Government School Relationship; Higher Education; Public Policy; *School Effectiveness; *State Government

Identifiers: *AAHE Assessment Forum; *Colorado

ED282482 HE020291

Assessment and Outcomes Measurement--A View from the States: Highlights of a New ECS Survey and Individual State Profiles. ECS Working Papers, PS-87-1.

Boyer, Carol M.; And Others

American Association for Higher Education, Washington, D.C.; Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association.

AAHE Bulletin, Mar 1987 Mar 1987

63p.; Paper collected as part of the American Association for Higher Education Assessment Forum. Foreword by Governor John Ashcroft of Missouri.

Report No.: PS-87-1

Available from: Education Commission of the States, Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($4.50).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEOCT87

Target Audience: Policymakers

Results of a 50-state survey of statewide or systemwide approaches to assessment and outcomes measurement in postsecondary education are presented. Respondents were members of the State Higher Education Executive Officers (SHEEO) organization. The January-February 1987 survey of SHEEO academic and executive officers indicated that two-thirds of states had formal initiatives labeled "assessment." One difference across states was the extent to which they considered assessment and outcomes measurement to be a distinct policy area. Slightly more than half the respondents saw the main role of their state board as one of actively encouraging, promoting, or facilitating institutional intiatives in assessment and outcomes measurement. Brief descriptions by state boards of their assessment efforts are provided. These efforts can be categorized as follows: mandated statewide testing programs; early intervention programs; encouraging institutional action; assessment within existing statewide mechanisms; and statewide monitoring of other outcomes, such as student retention, job placement of college graduates, and economic and community development. The state profiles include the name and title of the contact person. (SW)

Descriptors: *Board of Education Role; *Educational Assessment; Educational Testing; *Government School Relationship; *Higher Education; Intervention; *Outcomes of Education; Public Policy; *State Programs; State Surveys

Identifiers: *AAHE Assessment Forum; State Higher Education Executive Officers Assn

ED282508 HE020424

The Statewide Master Plan, State of Washington Higher Education Coordinating Board. Issue Area: Quality. Question No. 4, Performance Evaluation.

Washington State Higher Education Coordinating Board, Olympia.

Jan 1987

104p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Washington

Journal Announcement: RIEOCT87

Government: State

Options for evaluating the performance of Washington state colleges based on student outcomes are discussed. Considered in "Question Number 4" on the agenda of the Washington State Higher Educaton Coordinating Board: how should the performance of higher education institutions be evaluated and by whom? Of concern is what student outcomes to measure, whether student progress should be influenced by the measure, and whether the evaluation should be designed at the state or college level. Three ways of assessing student performance provide useful data about college performance: assessment of student achievement, graduate placement rates, and alumni satisfaction surveys that indicate cognitive and affective student outcomes. Advantages/disadvantages of the following assessment options are discussed: sophomores and seniors should be assessed to determine communication and computation skills; seniors should be assessed to determine mastery of their major; graduates should be assessed to determine subject matter proficiency; and colleges should summarize the job placement of graduates and their satisfaction with their education, as well as employers' satisfaction with graduates. Attached is a 64-page report prepared for the Washington Higher Education Coordinating Board, and entitled "The Evaluation of Institutions of Higher Education in the State of Washington." The report includes Appendixes A through G, on: Testing (Gerald M. Gillmore); Value Added Testing (Robert M. Thorndike); Assessment of Alumni (Fred E. Fiedler and Douglas J. Allmon); Sample Questions; Expense Considerations; and Reviewer Comments. (SW)

Descriptors: Academic Achievement; College Graduates; *College Students; *Educational Assessment; Educational Quality; Educational Testing; Education Work Relationship; Employers; Higher Education; Job Satisfaction; Majors (Students); Master Plans; Mastery Tests; *Outcomes of Education; *Statewide Planning; Student Development; *Student Evaluation

Identifiers: *AAHE Assessment Forum; Value Added; *Washington

ED282466 HE020198

Research and Development Update.

College Entrance Examination Board, New York, N.Y.

Jan 1987

7p.; Papers presented at the National Forum of the College Board (October 1986).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: SERIAL (022); POSITION PAPER (120)

Geographic Source: U.S.; New York

Journal Announcement: RIEOCT87

College outcomes evaluation is discussed in two papers. In "The Political Economy of Assessment," Joseph P. O'Neill considers standards of accountability, American reliance on faculty to assess, and the danger of validating quality by external examination. By using the credit-hour system, a quantity indicator (time), is used as a standard. There is no mechanism external to the classroom to verify the integrity of the baccalaureate degree; the faculty member teaches, examines, and certifies. It is noted that large classes and extensive use of graduate students and part-time faculty have necessitated outside validation of quality. Five axioms important to the successful assessment of student progress in college and the complexities of measuring "value added" are considered by William W. Turnbull in "Can 'Value Added' Add Value to Education?" It is suggested that assessment cover many dimensions of student growth and learning and that a variety of assessment techniques be used, along with a baseline measure of the skills that the student has on entry. A way to assess the accomplishments of graduating students and to express the results in terms that have meaning from year to year or across departments or institutions is proposed. (SW)

Descriptors: Academic Standards; *Accountability; *Educational Assessment; *Educational Quality; Higher Education; Instructional Effectiveness; *Outcomes of Education; School Effectiveness; Student Development; *Student Evaluation; Teacher Role

Identifiers: *Value Added

ED281406 HE020053

Testimony before the National Governor's Association Task Force on College Quality (Washington, D.C., February 22, 1986).

Hanford, George H.

22 Feb 1986

12p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: LEGAL MATERIAL (090)

Geographic Source: U.S.; New York

Journal Announcement: RIESEP87

Assessment of undergraduate student learning is discussed by a representative of the College Entrance Examination Board in testimony to the National Governors' Association. Governors are advised to avoid externally-mandated assessment requirements on colleges, since there is no single instrument available to effectively assess academic achievement across all colleges. Most current assessment instruments are designed to determine what individual students have learned. Assessment comes from four sources (the professor, department, college, or an external agency). Assessment is often administered at college entry, midway through college, and at graduation. The College Board offers a number of assessment instruments that assist colleges in the placement of entering students. Two assessment tools developed jointly with the Educational Testing Service focus on an individual student's ability level and provide information to assist in the instructional process. For rising juniors or transfer students, the assessment instruments focus more on general education and subject matter knowledge. Student performance on admissions tests should not be used to evaluate the quality of high school or undergraduate programs. (SW)

Descriptors: Academic Achievement; *Aptitude Tests; College Entrance Examinations ; College Students; *Educational Assessment; *Educational Quality; Higher Education ; *Knowledge Level; Outcomes of Education; *Student Evaluation; Student Placement

Identifiers: *AAHE Assessment Forum

ED281405 HE020050

Higher Education in Georgia: Assessment, Evaluation, and Accreditation. Proceedings of the Conference (Athens, Georgia, January 15-16, 1986).

Fincher, Cameron, Ed.; And Others

Georgia Univ., Athens. Inst. of Higher Education.

Jan 1986

94p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

Available from: Institute of Higher Education, University of Georgia, Athens, GA 30502.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Georgia

Journal Announcement: RIESEP87

Higher education assessment, evaluation, and accreditation in Georgia are addressed in these proceedings of a 1986 conference sponsored by the University of Georgia and the Southern Association of Colleges and Schools (SACS). Panel papers cover: assessing student performance and outcomes, academic standards and needs assessment for specific fields, and SACS' new accreditation criteria and implications of the criteria. The keynote address by Cameron Fincher is entitled "The Emerging Role of Assessment and Evaluation in Postsecondary Education." Panel papers and authors are as follows: "Assessing Student Achievement" (Joe Marks); "Assessing Educational Outcomes" (Thomas E. R. Redmon); "Assessing Vocational Competencies" (Michael T. McCord); "Statewide Needs Assessment for Health Personnel" (Libby V. Morris); "Assessing the New Standards for High School Graduation and College Admissions" (Nathaniel Pugh, Jr.); "Needs Assessment in Vocational Technical Education" (Kenneth R. Allen); "The New Criteria For Accreditation" (James T. Rogers); the implications of new SACS criteria for the following areas--"Institutional Research" (Larry G. Jones), "Developmental Studies" (Leroy Ervin, Louise M. Tomlinson), "Instructional Development" (Ronald D. Simpson), "College Admissions" (John W. Albright), "Adult Learners" (Margaret E. Holt), "Higher Education's Changing Clientele" (Herman B. Smith), and "Changing Accreditation Criteria: Catalyst to Education Innovation?" (Sven Groennings). (SW)

Descriptors: Academic Standards; *Accreditation (Institutions); Adult Students; College Admission; Developmental Studies Programs; *Educational Assessment; Educational Change; Educational Testing; *Evaluation Criteria; Graduation Requirements; Higher Education; Institutional Research; Instructional Development; Nontraditional Students; *Outcomes of Education; *Student Evaluation; Technical Education; Vocational Education

Identifiers: *AAHE Assessment Forum; *Georgia

ED281404 HE020045

A Message for Governors and State Legislators: "The Minimum Competency Approach Can Be Bad for the Health of Higher Education."

Anrig, Gregory R.

[1986

9p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIESEP87

Aspects of proposed higher education reforms that involve assessment of students learning are clarified by the president of the Educational Testing Service. Governors and state legislators are advised not to adopt state minimum competency standards for higher education. It is claimed that the responsibility for setting instructional standards and academic policy rests with the college and that higher education is concerned with much more than minimum competencies. To be successful any general assessment program would require consensus on the essentials of a higher education, and this task is complex because of the diversity of academic, professional, and career programs. In addition, tests alone cannot evaluate institutions. Elements of an assessment approach that may be workable include: (1) focusing on mastery of knowledge and skills in a field; (2) recognizing that specific knowledge and skills required of students will differ by college; (3) applying assessment results to improve students and instruction; and (4) using a wide range of data and measures for the assessment. Differences between educational goals of higher education and elementary/secondary education that affect assessment are noted. (SW)

Descriptors: *Academic Standards; College Students; *Educational Assessment; Educational Objectives; Educational Quality; Evaluation Criteria; Government School Relationship; *Higher Education; Institutional Autonomy; *Minimum Competencies; *Outcomes of Education; Skill Development; *Student Evaluation

Identifiers: *AAHE Assessment Forum

ED281400 HE019986

An Assessment of Assessment.

Edgerton, Russell

25 Oct 1986

20p.; Paper presented to the Annual Invitational Conference of the Educational Testing Service (October 25, 1986). Paper collected as part of the American Association for Higher Education Assessment Forum.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIESEP87

Perspectives on educational assessment in U.S. higher education are offered. Assessment is viewed as a tradition of evaluation based on theories and methods distinct from those that underlie tests and testing. Assessment is part of a new movement toward more active teaching and learning that focuses on performance, multiple judgments about this performance, and feedback to the student. Rather than focusing on what students know, the emphasis is on the abilities required for effective performance. Assessment is increasingly being used with adult learners, occupational and professional programs, teacher education, and liberal arts programs. It is claimed that assessment is the label for a new state insistence that campuses maintain minimum standards and demonstrate what students are actually learning. It is the label for a renewed campus interest in collecting information about student performance that is useful for evaluating the effectiveness of programs and the overall campus experience. Testing and accrediting agencies face the challenge of developing measures of real attainment as opposed to tests that indicate how the student performed relative to others taking the test. (SW)

Descriptors: *Academic Achievement; Academic Standards; *College Students; *Educational Assessment; Educational Quality; Evaluation Methods; Feedback; *Higher Education; *Performance; *Student Evaluation

Identifiers: *AAHE Assessment Forum

ED280341 HE020156

Designing a Student Outcomes Study: The Eastern New Mexico University Experience.

Wilkinson, Robert

Jan 1986

24p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Mexico

Journal Announcement: RIEAUG87

Experiences of Eastern New Mexico University in conducting a student outcomes study are described. After tracing the background of the study, the following outcome dimensions are described: knowledge outcomes, skills outcomes, attitudes and values, student relationship with the university, and occupational outcomes. The university's Student Impacts and Outcomes Committee proposed that the study begin with the entering fall 1986 freshman class, which was estimated to be about 600 students. The committee also recommended annual surveying of all entering freshman, second semester sophomores and/or first semester juniors, and graduating seniors. Committee recommendations for developing an outcomes study included: top administrative support and campus support is needed before trying to implement the study; the literature on various theories of student development and student outcome dimensions should be reviewed; and various data collection instruments for evaluating outcomes dimensions should be evaluated. Issues concerning data collection and reporting study results are addressed. (SW)

Descriptors: Alumni; *College Students; *Educational Assessment; *Evaluation Criteria; Graduate Surveys; Higher Education; Institutional Research; Knowledge Level; *Outcomes of Education; *Program Development; Skill Development; Student Attitudes; Student College Relationship; *Student Development; Values

Identifiers: *Eastern New Mexico University

ED279228 HE020061

The Measurement of Student Achievement and the Assurance of Quality in Virginia Higher Education. Report of a Study Conducted by the Council of Higher Education for Virginia to the Governor and the General Assembly of Virginia. Senate Document No. 14.

Potter, David L.; McMillan, James H.

Virginia State Council of Higher Education, Richmond.; Virginia State General Assembly, Richmond. Senate.

Jan 1986

22p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEJUL87

Government: State

A report on ways to measure student achievement to assure quality higher education in Virginia is presented. Attention is directed to: achievement measurement cited in the literature; notable assessment programs at colleges and states outside Virginia; efforts at Virginia's public colleges and universities to measure student achievement, with special focus on a pilot program being implemented by James Madison University (JMU); and recommendations to establish assessment policies and procedures at Virginia's state-supported colleges. A majority of Virginia's community colleges conduct follow-up studies of graduates and some survey dropouts. Student assessment to determine need for remediation is also undertaken. JMU is exploring ways to determine student achievement and has identified four evaluation models that will be tested in four academic departments. Six recommendations for the state are offered, including the following: educators should strengthen the academic relationship between secondary and higher education; state-supported colleges should establish procedures and programs to measure student achievement; and colleges should provide remedial education for students who do not meet the level of skills required. Legislation and a bibliography are appended. (SW)

Descriptors: *Academic Achievement; Advisory Committees; Articulation (Education) ; College Preparation; College School Cooperation; Community Colleges; *Educational Assessment; *Educational Quality; Evaluation Methods; *Higher Education; Public Colleges; Public Policy; Remedial Instruction; State Colleges; State Universities; *Statewide Planning; *Student Evaluation

Identifiers: AAHE Assessment Forum; James Madison University VA; *Virginia

ED279227 HE020060

Undergraduate Education. Report of the Committee on the Study of Undergraduate Education, State of Illinois Board of Higher Education.

Illinois State Board of Higher Education, Springfield.
Sep 1986
23p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJUL87
Government: State

This report of the Committee on the Study of Undergraduate Education in Illinois focuses on: student preparation and remediation; student achievement and scholarship and general education; and faculty and excellence in teaching. The committee, which was composed of policymakers, administrators, faculty, and students, established statewide policy goals and directions. Recommendations include: colleges should inform potential students and schools of the necessary academic preparation and should help strengthen the preparation of high school students; colleges should establish criteria for provisional admission to baccalaureate and baccalaureate transfer programs; remedial coursework should be provided in writing, reading, and mathematics; colleges should define objectives of general education and expectations for the development of baccalaureate-level skills, as well as time frames for students to meet these objectives; colleges should assure that faculty assignments reflect the importance of undergraduate instruction; and planning and resource allocation should emphasize the improvement of the quality of undergraduate instruction. (SW)

Descriptors: *Academic Achievement; Advisory Committees; College Faculty; College Instruction; *College Preparation; Educational Assessment; Educational Objectives; *Educational Quality; *General Education; Higher Education; Public Policy; *Remedial Instruction; Statewide Planning; *Undergraduate Study

Identifiers: AAHE Assessment Forum; *Illinois

ED279226 HE020059

Assessment and the Variety of Its Forms. A Report Prepared for the Task Force on Planning and Quality Assessment of the South Carolina Commission on Higher Education.

Mingle, James R.
State Higher Education Executive Officers Association.
Jul 1986
23p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEJUL87

Issues concerning quality assessment and academic accountability in higher education are considered, with a focus on the use of assessment as a tool for curriculum reform through program and institutional evaluation processes. For the following types of assessment, attention is directed to the scope and purposes of assessment, the instruments being used, costs (if known), and some examples of institutions or sytems using the approach: value-added assessment, competency-based curricula and assessment programs, general education curriculum assessments, rising junior (for determination of eligibility to take upper division courses or graduation from two-year programs) and exit exams, follow-up studies of graduates and dropouts, program reviews, indicators of stress, and system effectiveness. Seven assessment strategies that might be adopted by state boards are identified, including to: provide financial rewards for conducting an assessment, establish competitive grant programs for colleges seeking to improve instruction through assessment, seek legislative support for a faculty development program to improve the use of assessment and study of the teaching/learning process, and sponsor statewide forums about quality assessment. (SW)

Descriptors: *Accountability; College Programs; Competency Based Education; Curriculum Evaluation; Dropout Research; *Educational Assessment; Educational Change; *Educational Quality; Educational Testing; Evaluation Methods; Followup Studies; General Education; Graduate Surveys; *Higher Education; Minimum Competency Testing; Outcomes of Education; Program Evaluation; *State Boards of Education; *Student Evaluation; Undergraduate Study

Identifiers: AAHE Assessment Forum; Rising Junior Examinations; Value Added

ED279225 HE020058
CLAST (College Level Academic Skills Test) Test Administration Plan, 1985-86.
Florida State Dept. of Education, Tallahassee.
1986
44p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL87
Government: State

Procedures to be followed for the administration of the College-Level Academic Skills Test (CLAST) in Florida are explained. CLAST measures student achievement of communication and computation skills at the end of the sophomore year in college and consists of four subtests: computation, reading, writing, and essay. Responsibilities for the administration of CLAST are outlined for the following: the CLAST Office of the State Department of Education, the Statewide Test Administrator,and the Institutional Test Administrator. Regular administration of CLAST during the 1985-1986 academic year is covered, along with make-up administrations, and those done out-of-state and at remote centers and custodial institutions. Additional contents include: eligibility to take CLAST, registration, ordering test materials, test administration and special testing for the disabled, scoring, reporting test results, use of CLAST scores, and retake policy. Appendices include: statutes and rules applicable to CLAST, provisions concerning updating the skills list and faculty participation, information on the number of items by broad skill areas, and forms to request taking CLAST out-of-state and at another institution. (SW)

Descriptors: Achievement Tests; College Students; *Educational Assessment; Educational Testing; Examiners; Higher Education; *Language Skills; *Mathematics Skills; *Minimum Competency Testing; Reading Skills; Records (Forms); State Agencies; State Programs; Testing Programs; Writing Skills

Identifiers: AAHE Assessment Forum; *College Level Academic Skills Test; College Sophomores; *Florida; Rising Junior Examinations

ED279224 HE020057

The Education Indicators Project in the U.S. Department of Education.

Stern, Joyce D.

Apr 1986

28p.; Paper prepared for the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1986). Best copy available. This document is a follow-up of ED 252 976.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUL87

The progress of the indicators project of the U.S. Department of Education is reported as a follow-up to a 1985 Department of Education publication, "Indicators of Education Status and Trends," which attempted to identify those items that could be considered as significant indices of the health of education in the United States. In addition to a working definition of an indicator, three categories of indicators are identified: outcomes, resources, and context. The indicators project has involved identification and assessment, analysis, and development. Identification and assessment involves search for data that meet the working definition of an indicator. Examples of surveys/studies that have produced indicators are considered, including the Fast Response Survey System, the National Assessment of Educational Progress, the Second International Mathematics Study, and the Gallup Poll. Examples of indicators that entail extensive analysis are also provided, including scores on the Scholastic Aptitude Test and the American College Testing Program. Development work of the indicators project has produced a new indicator, "school climate," and a major developmental effort has focused on postsecondary education indicators. Future directions for the indicators project are discussed. Appended is a summary of a November 1985 meeting of the Advisory Panel on Postsecondary Education and a list of advisory panel members. Tables and figures are provided. (SW)

Descriptors: College Environment; Economic Factors; *Educational Assessment; Educational Finance; Educational Resources; Evaluation Criteria; *Federal Programs *Higher Education; *Outcomes of Education; Political Influences; School Demography School Effectiveness; *Student Evaluation

Identifiers: AAHE Assessment Forum; *Department of Education; *Indicators

ED278326 HE020009

Can Testing Determine What Students Learn in General Education?

Curry, Wade; Cruser, Paul

[1986

15p.; Report on research conducted by Henry Wang.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEJUN87

Testing to assess student learning in general education and the extent to which students achieve general education goals at Trenton State College were examined. Faculty reported that the general education program most emphasized both problem solving and communication and research and least emphasized the arts and non-Western civilization. Two tests that could be used to measure outcomes in general education were located: the College Outcomes Measurement Program (COMP) from the American College Testing Program, and Tests of General Education (TGE) from the Educational Testing Service. Seniors' tests results were compared with national norms and scores of transfer seniors and freshmen. Scores during the freshman and senior years were also compared, as were scores on the TGE and the COMP. In addition to summarizing findings of these comparisons, nine procedural problems in a general education testing program are identified. A six-step feedback loop for evaluating general education is suggested: developing goals, attaching the goals to each course, determining a means of assessment, testing and analyzing results, evaluating the instrument, evaluating and revising the curriculum, and revising the goals. (SW)

Descriptors: College Freshmen; College Seniors; College Students; Comparative Analysis; *Educational Assessment; Educational Objectives; *Educational Testing; *General Education; Higher Education; *Outcomes of Education; *Program Evaluation; Scores; *State Colleges

Identifiers: *Trenton State College NJ

ED273229 HE019645

Responsive Professional Education: Balancing Outcomes and Opportunities. ASHE-ERIC Higher Education Report No. 3, 1986.

Stark, Joan S.; And Others

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

1986

144p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Contract No.: 400-86-0017

Report No.: ISBN-0-913317-30-6

Available from: Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50 members, $10.00 nonmembers).

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: ERIC PRODUCT (071)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJAN87

Target Audience: Administrators; Teachers; Researchers; Practitioners

Goals and outcomes in various fields of professional education are considered. Attention is directed to generic outcomes of professional preparation, the emphasis these outcomes receive among professional educators, some problems that concern professional educators, and recommendations for future action and study. The generic outcomes, which were derived from existing literature about professional education, include six aspects of professional competence: conceptual competence, technical competence, contextual competence, interpersonal communication competence, integrative competence, and adaptive competence. Also considered are five attitudinal outcomes: career marketability, professional identity, professional ethics, scholarly concern for improvement of the profession, and motivation for continued learning. The issues and trends concerning these outcomes were drawn primarily from recent articles in educational journals of 12 professional fields: architecture, business administration, dentistry, education, engineering, journalism, law, library science, medicine, nursing, pharmacy, and social work. Information was also obtained from a survey of faculty in 10 professional fields with respect to their emphases on preferred outcomes and educational activities. Information on the research methodology is appended. (SW)

Descriptors: Architecture; *Attitudes; Business Administration Education; Competence; *Educational Objectives; Engineering Education; Ethics; Health Occupations; Higher Education; Journalism Education; Knowledge Level; Legal Education (Professions); Library Science; *Outcomes of Education; *Professional Education; *Professional Personnel; *Skill Development; Socialization; Social Work Teacher Education

ED273206 HE019621
The University of Michigan Professional Preparation Study Project Survey. Executive Summary.
Stark, Joan S.; Lowther, Malcolm A.
Michigan Univ., Ann Arbor.
[1986
21p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEJAN87

Faculty in 10 professional programs at the undergraduate and master's levels were surveyed in 1985 to determine their views concerning influences and outcomes for the programs. The survey, which was undertaken as part of the University of Michigan's Professional Preparation Project, received responses from 2,230 faculty from 732 programs in 346 different colleges. The framework of the survey included several types of influences on professional preparation that may affect educational programs: external influences (from society or the professional community), those from within the university but from outside the professional program, and internal influences. Findings include: faculty in nursing, education, social work, library science, and journalism perceived much less support from society than did faculty in architecture, business, engineering, law, and pharmacy; faculty in different professional fields also reported differences in influence exercised by their professional community, primarily through the accrediting agency. Information was also obtained on the roles preferred by faculty (e.g., administrative, teaching, scholarship). Faculty also responded to statements about the outcomes a professional program graduate should achieve. Eleven potential outcomes were identified and classified as professional competencies and professional attitudes. (SW)

Descriptors: Accrediting Agencies; *College Faculty; College Programs; *Graduate Study; Higher Education; *Outcomes of Education; *Professional Education; School Community Relationship; *Teacher Attitudes; Teacher Role; *Undergraduate Study

ED273197 HE019611

Assessment in American Higher Education. Issues and Contexts.

Adelman, Clifford, Ed.

Office of Educational Research and Improvement (ED), Washington, DC.

1986

90p.; Commissioned documents prepared for the National Conference on Assessment in Higher Education (Columbia, SC, October 1985) sponsored by the U.S. Office of Educational Research and Improvement.

Report No.: OR-86-301

Available from: U.S. Department of Education, Office of Educational Research and Improvement, Special Services Division, Publications Branch, 80 F Street, N.W., Washington, DC 20208.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJAN87

Government: Federal

Emerging and traditional forms of assessment in U.S. higher education are considered in this collection of five conference papers from the 1985 National Conference on Assessment in Higher Education. Included are a foreword by Education Secretary William J. Bennett and concluding remarks by Clifford Adelman. Paper titles and authors are as follows: "The Growing Interest in Measuring the Educational Achievement of College Students" (Terry W. Hartle); "Assessing Outcomes in Higher Education" (John Harris); "The Costs of Assessment" (Peter T. Ewell, Dennis P. Jones); "Assessment in Higher Education: To Serve the Learner" (Georgine Loacker, Lucy Cromwell, Kathleen O'Brien); and "Assessment in Career-Oriented Education" (Sandra E. Elman, Ernest A. Lynton). The papers include descriptions of different testing programs and the sponsoring organization's address and phone number. Assessment programs and cost estimates for four types of colleges are also covered: a small, private liberal arts college; a major public research university; a regional, comprehensive, public university; and a mid-sized community college. The conclusion briefly considers the role of judgment in culture and language as a theoretical ground for thinking about assessment. Key issues implicit in the papers are also identified, and a 48-item bibliography of technical and theoretical references is provided. (SW)

Descriptors: Academic Achievement; Accountability; Business Administration Education; *College Students; Cost Estimates; *Educational Assessment; Educational Policy; Educational Quality; *Educational Testing; Engineering Education; *Higher Education; Institutional Characteristics; *Outcomes of Education; Preservice Teacher Education; Professional Education; Program Evaluation; *Student Evaluation Test Selection

ED268888 HE019253

Changes in the Professoriate, the Curriculum, and the Aim of Higher Education from the Middle Ages to the Modern Era. ASHE 1986 Annual Meeting Paper.

Goodchild, Lester F.

Feb 1986

24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986). For a related document, see HE 019 254.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Illinois

Journal Announcement: RIESEP86

Views from the Middle Ages to the Modern Era are traced concerning the role of faculty in collegiate education, the curriculum, and desired learning outcomes. Previous educational thought concerning faculty, curricula, and mission provides a historical paradigm in which the ideological orientation of the 1985 Association of American Colleges' (AAC) report, "Integrity in the College Curriculum" can be interpreted. The AAC recommendation to restore the teaching orientation of the professoriate "as its first obligation" represents a movement away from the thought of Aquinas, Vergerius, and Ticknow which has characterized American higher education since the turn of the century. A revised faculty role emphasizing a greater teaching and formative orientation toward students' intellectual and character development represents a shift to the thought of Hugh of St. Victor, Aquaviva, Erasmus, Day, and Newman. The report further endorsed this group's thought when it revitalized the general education and prescribed manner of the liberal arts curriculum. The report also emphasizes wisdom rather than knowledge as desired outcomes. These orientations renunciate the current state of the American undergraduate experience formed during the twentieth century. However, the report does not fully address the purpose of the baccalaureate degree. (SW)

Descriptors: *College Curriculum; College Instruction; *Educational History; Educational Objectives; *Educational Philosophy; Higher Education; *Outcomes of Education; *Teacher Role; Undergraduate Study

Identifiers: *ASHE Annual Meeting; *Integrity in the College Curriculum

ED268872 HE019237

Those Standardized Competency Examinations: What Do They Really Tell Us about Our Student Bodies? ASHE 1986 Annual Meeting Paper.

Tompkins, Loren D.; Mehring, Teresa

Feb 1986

30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Kansas

Journal Announcement: RIESEP86

Scholastic and personal characteristics of students undertaking exit competency examinations are investigated. Research questions concerned: what the tests measure, whether the tests provide unique information or are duplicating other easily obtained measures, whether it is possible to increase the probability of student success by controlling early higher educational experiences, and whether a workable definition of competency can be inferred. Analysis was undertaken for 1,195 Kansas public university undergraduates who took the Pre-Professional Skills Tests in Math and English and the Nelson-Denny Reading Achievement Test. Information from transcripts was obtained on American College Testing Program scores, general education enrollment patterns, student classification, grade point average, and major. Based on multiple regression analysis, it was found that competency as defined by tests is a pure function of scholastic ability only at the extremes of the distribution, with personal factors manifesting increased importance in the definition of competency for the majority of the students involved. Included are suggested actions that can be taken by faculty, student service providers, and administrators in dealing with public demands for quality assurance. (SW)

Descriptors: Academic Ability; *Achievement Tests; *Competence; Educational Testing; Higher Education; Language Tests; Mathematics Tests; *Outcomes of Education; Reading Tests; Student Characteristics; *Student Evaluation; Testing; *Undergraduate Students

Identifiers: *ASHE Annual Meeting; Kansas; *Nelson Denny Reading Tests; Preprofessional Skills Tests

ED267682 HE019150
Campus Trends, 1985. Higher Education Panel Report, Number 71.
El-Khawas, Elaine
American Council on Education, Washington, D.C. Higher Education Panel.
Feb 1986
27p.
Sponsoring Agency: Lilly Endowment, Inc., Indianapolis, Ind.
Available from: American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, NW, Washington, DC 20036-1193 ($8.00, nonmembers; $5.00, members; prepaid only).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAUG86

Trends on college campuses within the United States as of 1985 are reported, with attention to early campus responses to national reports calling for educational reform. Also considered are faculty hiring practices, perceptions about institutional status, college linkages with business and industry, changes in enrollment, and the use of long-range planning and other administrative practices. A total of 398 two- and four-year colleges and universities responded to the study questionnaire (an 85% response), and the data were statistically adjusted to represent national trends. In response to national reports, two themes were emphasized: the need to measure student learning and to emphasize the competencies that students should gain through their studies. More than 80% of responding colleges had recently or were currently reviewing the curriculum. Almost all of these reviews focused on mathematical or computer-related skills, writing, or competencies such as communication and reasoning. Increased enrollments were occurring for part-time and older students, as well as commuters and foreign students. While 21% of the schools reported a net loss in faculty positions compared to the previous year, 32% reported no change, and 48% reported a net gain in faculty positions. Detailed statistical tables, the questionnaire, and technical notes are included. (SW)

Descriptors: Change Strategies; College Administration; College Faculty; College Students; *Curriculum Development; *Educational Change; Educational Objectives; Educational Quality; *Enrollment Trends; *Higher Education; Long Range Planning; Nontraditional Students; *Outcomes of Education; Program Evaluation; Questionnaires ; *School Business Relationship; School Surveys; Student Evaluation; *Teacher Employment; Trend Analysis
Identifiers: Excellence in Education

EJ380264 HE524580

Beyond Value-Added Education: Improvement Alone Is Not Enough.

McMillan, James H.

Journal of Higher Education, v59 n5 p564-79 Sep-Oct 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); REVIEW LITERATURE (070)

Journal Announcement: CIJAPR89

The effectiveness of value-added programs can be enhanced by employing appropriate methods of faculty judgments to support content-related and instruction-related evidence for validity by adapting standard-setting techniques to judge gains observed and by using appropriate caution and research designs when making causal inferences. (Author/MLW)

Descriptors: *Academic Achievement; Accountability; Achievement Tests; Change; *College Students; *Educational Assessment; Higher Education; Measurement; *Outcomes of Education; *Performance; Standardized Tests; Validity

Identifiers: *Value Added

EJ379403 SP518104

Student Outcomes Assessment in Higher Education.

Denham, Carolyn

Teacher Education Quarterly, v15 n2 p82-89 Spr 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJMAR89

An analysis of current efforts underway to assess higher education student outcomes points out three potential problem areas (negative impact on curriculum and instruction; easily undermined assessment; correlation between assessment and instructional improvement) and suggests approaches to ameliorate these difficulties. (CB)

Descriptors: College Faculty; *Educational Assessment; Higher Education; *Instructional Improvement; *Outcomes of Education; Standardized Tests; *Student Evaluation; *Testing Problems

EJ378977 HE524532

An Annotated Bibliography and Program Descriptions.

Pike, Gary R.

New Directions for Institutional Research, No. 59 (Implementing Outcomes Assessment: Promise and Perils) v15 n3 p99-105 Fall 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); BIBLIOGRAPHY (131)

Journal Announcement: CIJMAR89

Before beginning assessment programs, institutions should carefully examine the literature on assessment practice, including the experiences of other institutions. Sources on assessment and a list of representative assessment programs are presented. (MLW)

Descriptors: Bibliographies; *Educational Assessment; Educational Policy; Higher Education; *Institutional Research; *Outcomes of Education; Program Descriptions

Identifiers: *College Outcomes Assessment

EJ378976 HE524531

Promise and Perils.

Banta, Trudy W.

New Directions for Institutional Research, No. 59 (Implementing Outcomes Assessment: Promise and Perils) v15 n3 p95-98 Fall 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJMAR89

Institutional researchers must bring measurement theorists and assessment practitioners together to develop new and more suitable methods for assessing developmental changes in groups of students. (Author/MLW)

Descriptors: *Educational Assessment; Educational Policy; Educational Quality; Higher Education; *Institutional Research; *Outcomes of Education; *Student Development

Identifiers: College Outcomes Assessment

EJ378975 HE524530

Assessment as an Instrument of State Funding Policy.

Banta, Trudy W.

New Directions for Institutional Research, No. 59 (Implementing Outcomes Assessment: Promise and Perils) v15 n3 p81-94 Fall 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR89

The Tennessee Higher Education Commission's performance-funding policy rewards public institutions for undertaking comprehensive assessment programs. New policy guidelines that emphasize quantitative indicators such as test scores and alumni ratings are discussed. (Author/MLW)

Descriptors: Accountability; Accreditation (Institutions); *Educational Assessment; *Educational Policy; Guidelines; Higher Education; Institutional Research; *Outcomes of Education; Performance; *State Aid; *State Government; Surveys

Identifiers: College Outcomes Assessment; Formula Funding; Tennessee Higher Education Commission

EJ378974 HE524529

Costs and Benefits of Assessment: A Paradigm.

Lewis, Darrell R.

New Directions for Institutional Research, No. 59 (Implementing Outcomes Assessment: Promise and Perils) v15 n3 p69-80 Fall 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJMAR89

A conceptual framework is proposed for describing and measuring assessment costs and linking these costs to their informational benefits. Direct resource components and incidental and opportunity costs of evaluation are discussed. (MLW)

Descriptors: Accountability; Comparative Analysis; *Cost Effectiveness; Costs; *Educational Assessment; Evaluation; Higher Education; Institutional Research; Models; *Outcomes of Education

Identifiers: *College Outcomes Assessment

EJ378973 HE524528

Critical Issues in the Assessment of Value Added in Education.

Hanson, Gary R.

New Directions for Institutional Research, No. 59 (Implementing Outcomes Assessment: Promise and Perils) v15 n3 p53-67 Fall 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJMAR89

Psychometric problems and potential design flaws must be considered as institutions attempt to document the influence of the college experience on student development. Problems related to conceptual issues, psychometric questions, or research designs are analyzed. (MLW)

Descriptors: Change; *Educational Assessment; Higher Education; Intervention; *Outcomes of Education; Statistical Analysis; *Student Characteristics; *Student Development

Identifiers: *College Outcomes Assessment; *Value Added

183

EJ378972 HE524527

Use of Noncognitive Measures in Assessment.

Lenning, Oscar T.

New Directions for Institutional Research, No. 59 (Implementing Outcomes Assessment: Promise and Perils) v15 n3 p41-52 Fall 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJMAR89

Despite the difficulties involved in developing and using noncognitive measures, they constitute an essential component of a comprehensive outcomes assessment program. Six noncognitive methods are discussed: observable performance measures, self-report measures, consensus-rendering techniques, inventories, simulations, and secondary data applications. (MLW)

Descriptors: *Educational Assessment; Educational Objectives; *Evaluation Criteria; Higher Education; *Institutional Research; *Measurement; *Outcomes of Education; *Performance Factors; Simulation

Identifiers: *College Outcomes Assessment

EJ378971 HE524526

Cognitive Measures in Assessing Learning.

Warren, Jonathan

New Directions for Institutional Research, No. 59 (Implementing Outcomes Assessment: Promise and Perils) v15 n3 p29-39 Fall 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJMAR89

Embedding samples of items designed for program evaluation in course exams improves student motivation and faculty acceptance of assessment procedures. Sources of information on learning are discussed including: course examinations, course-based observations, locally developed comprehensive examinations, and externally developed comprehensive examinations. (MLW)

Descriptors: *Cognitive Measurement; Courses; *Educational Assessment; Higher Education; Institutional Research; *Learning Processes; *Outcomes of Education; Program Evaluation; *Student Evaluation; Tests

Identifiers: *College Outcomes Assessment

EJ378970 HE524525

Implementing Assessment: Some Organizational Issues.

Ewell, Peter T.

New Directions for Institutional Research, No. 59 (Implementing Outcomes Assessment: Promise and Perils) v15 n3 p15-28 Fall 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR89

Successful implementation of assessment requires effective administrative leadership to get started, convert data to information, and use the information in making improvements. Assessment may pay its greatest long-term dividends as an organizational device for directing scarce reserves of institutional attention to teaching and learning. (MLW)

Descriptors: College Administration; Data Collection; *Educational Assessment; *Educational Objectives; Higher Education; *Information Utilization; Institutional Research; *Organizational Change; *Outcomes of Education; *Problem Solving

Identifiers: *College Outcomes Assessment

EJ378969 HE524524

Using Change Strategies to Implement Assessment Programs.

Miller, Richard I.

New Directions for Institutional Research, No. 59 (Implementing Outcomes Assessment: Promise and Perils) v15 n3 p5-14 Fall 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJMAR89

The complex and sensitive question of how to introduce new ideas and approaches into postsecondary education in ways that will facilitate their consideration and implementation is discussed. Assessment and the processes of change; changes in federal, state, institutional, and individual roles; and change models are described. (MLW)

Descriptors: *Change Strategies; *Educational Assessment; *Educational Change; Educational Policy; Federal Government; Government Role; Higher Education; *Innovation; Institutional Research; Models; State Government

Identifiers: American Association for Higher Education; *College Outcomes Assessment; Fund for Improvement of Postsecondary Education

EJ377736 HE524461
Educational "Outcomes" in the Accrediting Process.
Thrash, Patricia A.
Academe, v74 n4 p16-18 Jul-Aug 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJFEB89

The newly fashionable accreditation emphasis on educational outcomes must not focus too narrowly on student achievement to the exclusion of other important criteria of institutional and educational quality. (MSE)

Descriptors: *Academic Achievement; *Accreditation (Institutions); *Accrediting Agencies; *Evaluation Criteria; Higher Education; *Outcomes of Education; Regional Cooperation

EJ376506 HE524397

A Map of Postsecondary Assessment.

Baird, Leonard L.

Research in Higher Education, v28 n2 p99-115 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJAN89

Students knowledge and skills cannot be fully understood without assessing the ways they are influenced by other aspects of postsecondary education. These aspects are described in a "map" consisting of points that depict the flow of students through institutions and experiences from precollege to adulthood. (Author/MLW)

Descriptors: Adult Students; College Environment; *College Seniors; *Educational Assessment; Graduate Students; *Higher Education; Models; Nontraditional Education *Outcomes of Education; Professional Education; Student Attrition; Student Characteristics; Student Experience; Success; Surveys

Identifiers: American College Testing Program; College Outcomes Assessment; Educational Testing Service

EJ376448 HE524338

The Uses of Assessment.

Marchese, Theodore J.

Liberal Education, v74 n3 p23-36 May-Jun 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJAN89

The approaches taken by Alverno College, Clayton State College, DePaul University, James Madison University, Northeast Missouri State University, and Rhode Island College in using the results of student assessment productively are described. (MSE)

Descriptors: Case Studies; College Curriculum; *Educational Assessment; Higher Education; *Information Utilization; *Liberal Arts; *Outcomes of Education; Private Colleges; Public Colleges; Single Sex Colleges; Small Colleges; *Student Evaluation ; Test Results

Identifiers: Alverno College WI; Clayton State College GA; *College Outcomes Assessment; De Paul University IL; James Madison University VA; Northeast Missouri State University; Rhode Island College

EJ375212 HE524312
Acting Out State-Mandated Assessment: Evidence from Five States.
Ewell, Peter T.; Boyer, Carol M.
Change, v20 n4 p40-47 Jul-Aug 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJDEC88

State-mandated assessment of student outcomes has emerged as a new feature in the higher education landscape. Many states have linked an institution's response to eligibility for incentive funds or other tangible rewards. The actual effects of these initiatives were studied in five states: Colorado, Missouri, New Jersey, South Dakota, and Virginia. (MLW)

Descriptors: Communication (Thought Transfer); *Educational Assessment; Educational Finance; *Government School Relationship; Higher Education; Interviews Models; *Outcomes of Education; *Policy Formation; *State Action; State Officials

Identifiers: Colorado; Missouri; New Jersey; South Dakota; Virginia

EJ373708 HE524215

Student Typologies and the Study of College Outcomes.

Stage, Frances K.

Review of Higher Education, v11 n3 p247-57 Spr 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJNOV88

A method of classifying college student groups according to motivation theory for the purposes of research into measuring student satisfaction suggests that typologies of student subgroups can assist in research on college outcomes. (MSE)

Descriptors: *Classification; *College Students; Higher Education; *Outcomes of Education; *Research Methodology; Research Tools; *Student Motivation

Identifiers: *College Outcomes Assessment

EJ365396 SP517421

Outcomes-Based Teacher Education.

Schnur, James O.; And Others

Action in Teacher Education, v9 n3 p25-32 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAY88

A Mississippi model for developing a professional teacher education core is reported as well as an accompanying automated student performance monitoring system. It is noted that state process and performance standards, observational performance assessments, and national test content were used to determine program content and outcomes. (CB)

Descriptors: *Competency Based Teacher Education; Higher Education; *Outcomes of Education; Preservice Teacher Education; *State Programs; *Student Evaluation

Identifiers: Mississippi

EJ363228 CG533134

A Student-Centered Approach to Accountability and Assessment.

Kozloff, Jessica

Journal of College Student Personnel, v28 n5 p419-24 Sep 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJAPR88

Discusses how the current management perspective in assessing student outcomes can be redirected so that assessment is used primarily to promote student development and to enhance learning. Defines assessment; describes development of an assessment program, including determining goals and assessment needs, when and how to assess, and choice of instruments. (Author/KS)

Descriptors: *Accountability; *College Students; *Educational Assessment; Educational Testing; Higher Education; Management Systems; *Outcomes of Education; *Psychological Testing; Student Centered Curriculum; *Student Development

EJ362489 HE523157

Outcomes Assessment.

Claxton, Charles; And Others

AGB Reports, v29 n5 p32-35 Sep-Oct 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJMAR88

Seven characteristics of an effective outcomes assessment program are identified: Outcomes assessment is a curricular rather than a measurement issue, yields information useful to decision-makers in gauging the quality of the curriculum, institutional purpose drives decisions on how outcomes are assessed, etc. (MLW)

Descriptors: College Faculty; College Students; *Educational Assessment; *Governing Boards; Higher Education; *Outcomes of Education; Program Evaluation; Trustees

Identifiers: *College Outcomes Assessment

EJ362478 HE523146

Recommendations and Caveats.

Halpern, Diane F.

New Directions for Higher Education, No. 59 (Student Outcomes Assessment: What Institutions Stand to Gain) v15 n3 p109-11 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJMAR88

Eight issues in planning and implementing outcomes-focused assessment are presented including: multiple measures are more desirable than a single standardized examination, faculty involvement is essential, performance-based funding should be derived from additional resources, etc. (Author/MLW)

Descriptors: *Educational Assessment; *Educational Improvement; Higher Education *Outcomes of Education; *Program Development; Program Evaluation; Talent Development

Identifiers: *College Outcomes Assessment

EJ362477 HE523145

Assessment, Value-Added, and Educational Excellence.

Astin, Alexander W.

New Directions for Higher Education, No. 59 (Student Outcomes Assessment: What Institutions Stand to Gain) v15 n3 p89-107 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJMAR88

Many of the issues concerning assessment in higher education are really issues of values, philosophy, and theory, rather than practical, nuts-and-bolts issues. Excellence as the development of human talent, competition or cooperation, outcomes, and improving assessment practices are discussed. (MLW)

Descriptors: Competition; *Educational Assessment; *Educational Quality; Evaluation Methods; Higher Education; Institutional Cooperation; *Outcomes of Education; Student Participation; *Talent Development

Identifiers: *College Outcomes Asssessment; *Value Added Testing

EJ362476 HE523144

Assessment, Curriculum, and Expansion: A Historical Perspective.

Resnick, Daniel P.; Goulden, Marc

New Directions for Higher Education, No. 59 (Student Outcomes Assessment: What Institutions Stand to Gain) v15 n3 p77-88 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); HISTORICAL MATERIAL (060); POSITION PAPER (120)

Journal Announcement: CIJMAR88

During two periods of expansion in higher education, the curriculum of undergraduate education has undergone major changes. Toward the end of each period of expansion, a movement for assessment has developed, with the goal of restoring coherence and substance to the undergraduate program. (MLW)

Descriptors: Accountability; Administrator Attitudes; *College Curriculum; Comparative Analysis; *Educational Assessment; Enrollment; Evaluation Methods; *Higher Education; Surveys; Testing; Trend Analysis

Identifiers: American Council on Education; *College Outcomes Assessment; Mandated Tests

EJ362475 HE523143

Mandated Testing in Florida: A Faculty Perspective.

Ciereszko, Ana Alejandre

New Directions for Higher Education, No. 59 (Student Outcomes Assessment: What Institutions Stand to Gain) v15 n3 p67-73 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR88

State-imposed educational reforms, including mandatory entry and exit testing, have had a major impact on Florida institutions of higher education. The use of the College-Level Academic Skills Test (CLAST) is described. (MLW)

Descriptors: Attitudes; College Faculty; College Instruction; *Educational Assessment; Educational Improvement; *Evaluation Methods; General Education; Higher Education; *Outcomes of Education; *Testing

Identifiers: College Level Academic Skills Test; College Outcomes Assessment; Exit Examinations; *Florida; *Mandated Tests; Miami Dade Community College FL

EJ362474 HE523142

Assessing General Education: Trenton State College.

Curry, Wade; Hager, Elizabeth

New Directions for Higher Education, No. 59 (Student Outcomes Assessment: What Institutions Stand to Gain) v15 n3 p57-65 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR88

In response to a mandate from the New Jersey Department of Higher Education, Trenton State College has taken the lead in assessing undergraduate general education. Only two tests designed to assess general education were found: the ACT COMP and the TGE (Test of General Education). (MLW)

Descriptors: College Students; Comparative Analysis; *Educational Assessment; Educational Objectives; *General Education; Higher Education; National Norms; *Outcomes of Education; Sex Differences; *Standardized Tests; State Colleges; Student Evaluation; *Undergraduate Study

Identifiers: College Outcomes Assessment; Trenton State College NJ

EJ362473 HE523141

Assessment and Involvement: Investments to Enhance Learning.

Krueger, Darrell W.; Heisserer, Margarita L.

New Directions for Higher Education, No. 59 (Student Outcomes Assessment: What Institutions Stand to Gain) v15 n3 p45-56 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR88

Northeast Missouri State University has documented significant educational gains since the inception of its value-added approach to undergraduate education. Student assessment data can be used to increase student involvement in learning outcomes, institutional issues, and discipline activities. (MLW)

Descriptors: Accountability; College Instruction; *College Students; *Educational Assessment; Educational Objectives; Higher Education; *Outcomes of Education; Program Descriptions; Student Evaluation; *Student Participation; Testing

Identifiers: *College Outcomes Assessment; Northeast Missouri State University; *Value Added Testing

EJ362472 HE523140

Performance Funding in Tennessee: Stimulus for Program Improvement.

Banta, Trudy W.; Moffett, Marian S.

New Directions for Higher Education, No. 59 (Student Outcomes Assessment: What Institutions Stand to Gain) v15 n3 p35-43 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR88

All postsecondary institutions in Tennessee have the opportunity to earn an annual budget supplement for instruction from the state if certain criteria, based on educational outcomes, are obtained. A comprehensive assessment program at the University of Tennessee at Knoxville is described. (MLW)

Descriptors: College Faculty; *Educational Assessment; Educational Finance; Evaluation Criteria; *Evaluation Methods; *Higher Education; Models; Outcomes of Education; Performance; Program Descriptions; Program Evaluation; *Program Improvement; *State Aid; Surveys

Identifiers: *College Outcomes Assessment; *Performance Funding; University of Tennessee Knoxville

EJ362471 HE523139

Outcomes Assessment in the California Master Plan.

Kerschner, Lee

New Directions for Higher Education, No. 59 (Student Outcomes Assessment: What Institutions Stand to Gain) v15 n3 p29-31 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR88

Changing demographics, public expectations, and economic circumstances mean that traditional measures of postsecondary educational quality may need to be supplemented. The California Commission for the Review of the Master Plan for Higher Education is looking at options for responding to the demand for better programs and teachers. (MLW)

Descriptors: Accountability; *Educational Assessment; *Educational Quality; Futures (of Society); *Higher Education; *Master Plans; *Outcomes of Education; State Government; *Statewide Planning

Identifiers: California Commission Review Master Plan for HE; *College Outcomes Assessment

EJ362470 HE523138

A State University Perspective on Student Outcomes Assessment.

Vandament, William E.

New Directions for Higher Education, No. 59 (Student Outcomes Assessment: What Institutions Stand to Gain) v15 n3 p25-31 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR88

When a state seeks to improve the quality of higher education through mandatory assessment of student learning, it is necessary to examine existing quality-assurance mechanisms and to consider the utility of models providing more comprehensive data. (MLW)

Descriptors: *Educational Assessment; Educational Quality; Government School Relationship; Higher Education; Models; *Outcomes of Education; State Government; *State Universities; *Student Evaluation

Identifiers: California State University; *College Outcomes Assessment

EJ362469 HE523137

Establishing a Campus-Based Assessment Program.

Ewell, Peter T.

New Directions for Higher Education, No. 59 (Student Outcomes Assessment: What Institutions Stand to Gain) v15 n3 p9-24 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR88

Assessment has at two purposes--to improve teaching and learning and to promote greater external accountability. Determining an appropriate assessment approach depends on clear knowledge of what is intended, solid research about available instruments and about the experiences of other institutions, and a diagnosis of the local organizational and political climate. (MLW)

Descriptors: Behavior Development; College Instruction; *Educational Assessment; Higher Education; *Outcomes of Education; Program Effectiveness; *Program Evaluation; Questionnaires; Skill Development; Standardized Tests; Student Behavior ; *Student Evaluation; Surveys

Identifiers: *College Outcomes Assessment

EJ362468 HE523136

Student Outcomes Assessment: Introduction and Overview.

Halpern, Diane F.

New Directions for Higher Education, No. 59 (Student Outcomes Assessment: What Institutions Stand to Gain) v15 n3 p5-8 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJMAR88

With student outcomes assessment, institutions can refocus priorities so that educational quality is based on what and how much students learn. Value-added/talent development and outcomes measures, and models of student outcomes assessment (program improvement, gatekeeping functions, and budget decisions and accountability) are discussed. (MLW)

Descriptors: Accountability; Budgets; College Instruction; *Educational Assessment; Educational Quality; Higher Education; Models; *Outcomes of Education; *Program Effectiveness; *Student Evaluation; Talent Development; Values Education

Identifiers: *College Outcomes Assessment

EJ362432 HE523057

Time to Deliver Before We Forget the Promises We Made.

Kean, Thomas H.

Change, v19 n5 p10-11 Sep-Oct 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJMAR88

College assessment systems, suggest New Jersey's governor, must be built from two sides to have integrity: a common core of statewide information about college performance defined by public bodies and boards, and institutional mission-related information defined by college presidents, faculty, and trustees. (MLW)

Descriptors: Academic Standards; College School Cooperation; Comparative Analysis ; *Educational Assessment; Educational Finance; *Educational Quality; Higher Education; *Institutional Mission; *Outcomes of Education

Identifiers: New Jersey

EJ357000 HE522748

Colleges Reclaim the Assessment Initiative.

El-Khawas, Elaine

Educational Record, v68 n2 p54-58 Spr 1987

Avail: ACE, Division of Policy Analysis and Research, One Dupont Circle, Washington, DC 20036 ($5.00 ACE members, $8.00 nonmembers, prepaid).

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJNOV87

Results from "Campus Trends, 1987," a sample survey of colleges and universities, indicate that 75 percent are discussing assessment, half are developing assessment procedures, and the great majority expect to introduce some form of assessment in the next few years. (MLW)

Descriptors: *Colleges; Comparative Analysis; Data Analysis; *Educational Assessment; *Evaluation Methods; Higher Education; *Outcomes of Education; *Program Evaluation; *Student Evaluation; Surveys; Trend Analysis

Identifiers: American Council on Education; *Campus Trends 1987

EJ355769 HE522594

Value Added Project in Early Stages: SUNY-Plattsburgh.

Epstein, Debra

Liberal Education, v73 n3 p31-32 May-Jun 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJOCT87

The State University of New York-Plattsburgh is examining the total impact of the college experience on its students with standardized tests to measure academic achievement and student surveys to measure attitudes about learning, their own experience, and the institutional environment. (MSE)

Descriptors: Academic Achievement; College Environment; Higher Education; *Individual Development; *Liberal Arts; *Outcomes of Education; State Universities *Student Attitudes; *Student Experience

Identifiers: *State University of New York Coll at Plattsburgh; *Value Added

EJ352793 HE522357

Assessment Produces Degrees with Integrity.

McClain, Charles J.

Educational Record, v68 n1 p47-52 Win 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJAUG87

Northeast Missouri State University's redefinition of its mission a decade ago led to a value-added assessment program that has been effective in guiding decision making and producing significant institutional change. (MSE)

Descriptors: Evaluation Criteria; Evaluation Methods; Higher Education; *Institutional Mission; Institutional Research; *Measurement Techniques; *Outcomes of Education; *School Effectiveness; *Self Evaluation (Groups); State Universities

Identifiers: *Northeast Missouri State University; *Value Added

EJ351121 HE522184

Assessment: Providing Quality Assurance for Students, Programs, and Career Guidance.

Harris, John

New Directions for Higher Education, No.57 (Creating Career Programs in a Liberal Arts Context) v15 n1 p65-73 Spr 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142); POSITION PAPER (120)

Journal Announcement: CIJJUL87

Career programs should be designed as instructional systems, with strategies and instruments for assessing student performance and outcomes developed early in the program development process, as soon as the exit abilities of graduates are defined and before the curricular and instructional patterns are established. (MSE)

Descriptors: Curriculum Development; Evaluation Criteria; Higher Education; Liberal Arts; Measurement Techniques; *Outcomes of Education; *Program Development Program Effectiveness; *Student Evaluation; *Vocational Education

EJ351003 HE522066

A Commentary on the Northeast Missouri and Tennessee Evaluation Models.

Bauer, Marianne

International Journal of Institutional Management in Higher Education, v10 n3 p272-74 Nov 1986

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142); POSITION PAPER (120)

Journal Announcement: CIJJUL87

Risks inherent in using the value-added model to assess institutional effectiveness are discussed, including instructional bias favoring test content, overemphasis on test results, differential interpretations of results, and ethical issues related to the use of student records. (MSE)

Descriptors: Bias; College Administration; Evaluation Criteria; *Evaluation Methods; Higher Education; *Institutional Research; *Outcomes of Education; *School Effectiveness; Self Evaluation (Groups); Student Evaluation

Identifiers: Northeast Missouri State University; University of Tennessee Knoxville; *Value Added Model

EJ351002 HE522065

Assessment of Institutional Effectiveness at the University of Tennessee, Knoxville.

Banta, Trudy W.; And Others

International Journal of Institutional Management in Higher Education, v10 n3 p262-71 Nov 1986

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJUL87

The University of Tennessee at Knoxville has successfully integrated a program for assessing student outcomes in the ongoing institutional processes of peer review, strategic planning, and internal resource allocation. Students are tested in general education and their major fields and participate in curriculum and instructional evaluations. (Author/MSE)

Descriptors: *Achievement Tests; College Administration; Evaluation Criteria; *Evaluation Methods; Higher Education; *Institutional Research; *Outcomes of Education; Peer Evaluation; Resource Allocation; *School Effectiveness; Self Evaluation (Groups); State Universities; *Student Evaluation

Identifiers: Strategic Planning; *University of Tennessee Knoxville

EJ351001 HE522064

Northeast Missouri State University's Value-Added Assessment Program: A Model for Educational Accountability.

McClain, Charles J.; And Others

International Journal of Institutional Management in Higher Education, v10 n3 p252-61 Nov 1986

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJUL87

Northeast Missouri State University's Value-Added Student Assessment grew from the idea that an institution should be able to determine the value added to a person as he or she proceeds through the educational system, as measured by student output performances. This provides accountability to the students, faculty, staff, and external constituencies. (Author/MSE)

Descriptors: *Accountability; College Administration; Evaluation Criteria; *Evaluation Methods; Higher Education; Institutional Research; *Outcomes of Education; School Responsibility; *Self Evaluation (Groups); State Universities; *Student Evaluation

Identifiers: *Northeast Missouri State University; *Value Added Model

EJ349459 HE521974

The Push to Assess: Why It's Feared and How to Respond.

Spangehl, Stephen D.
Change, v19 n1 p35-39 Jan-Feb 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN87

Assessment is intended to raise in value what the public gets for the dollars it invests in education, not to raise new dollars for educational institutions. To many people within universities, assessment is perceived as a threat. Ways to reduce anxiety that comes with assessment are discussed. (MLW)

Descriptors: Access to Education; *Accountability; *Educational Assessment; *Educational Improvement; *Educational Quality; Higher Education; Institutional Evaluation; *Outcomes of Education; Testing

EJ347429 HE521781

Toward Higher Learning: The Importance of Assessing Outcomes.

Bok, Derek

Change, v18 n6 p18-27 Nov-Dec 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJMAY87

An institution devoted to education must do its best to study the learning process and to assess the effects of its programs. Without such critical self-examination, no endeavor can make sustained progress. An excerpt from the book "Higher Learning" by Derek Bok is presented. (MLW)

Descriptors: College Curriculum; College Faculty; College Students; Competency Based Education; Educational Assessment; Educational Benefits; Educational Change; Educational Objectives; *Educational Quality; *Higher Education; Learning; *Outcomes of Education; *Self Evaluation (Groups); *Undergraduate Study

Identifiers: Higher Learning

EJ345687 HE521641

Effects of Faculty Practice on Student Learning Outcomes.

Kramer, Marlene; And Others

Journal of Professional Nursing, v2 n5 p289-301 Sep-Oct 1986

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAPR87

The relationship between faculty practice and student acquisition of beliefs, values, and attributes associated with professional craftsmanship was studied. The dependent variables studied were autonomy, locus of control, self-concept and self esteem, professional and bicultural role behavior, and characteristics associated with the professional role. (Author/MLW)

Descriptors: Clinical Experience; *College Faculty; College Students; Higher Education; Nurses; *Nursing Education; *Outcomes of Education; Role Models; *Teacher Student Relationship

EJ343779 EA520584

Does a Degree Tell Us What a Student Has Learned?

Ashcroft, John

Phi Delta Kappan, v68 n4 p225-27 Nov 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR87

Target Audience: Practitioners; Policymakers

The National Governors' Association Task Force on College Quality recommends colleges' use of data collection and assessment programs to chart students' learning progress. Other recommendations include developing clearly defined institutional missions and increasing college access for students from all socioeconomic backgounds. (MLH)

Descriptors: *Academic Achievement; *Access to Education; *Cognitive Ability; Higher Education; Instructional Improvement; Learning; *Outcomes of Education; Standards; *Student Educational Objectives; *Student Evaluation

Identifiers: National Governors Association; *State Governors

EJ343772 EA520577
"Time for Results": An Overview.
Alexander, Lamar
Phi Delta Kappan, v68 n4 p202-04 Nov 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAR87
Target Audience: Practitioners

Summarizes the work of seven National Governors' Association task forces (on teaching, leadership, parent involvement and choice, readiness, technology, school facilities, and college quality) and the "action agenda" proposed. The governors' recent report is unique for its authorship, the tough issues tackled, and its follow-up plan. (MLH)

Descriptors: Educational Change; Educational Facilities; Educational Technology; Elementary Secondary Education; *Government School Relationship; Higher Education; *Outcomes of Education; Parent Participation; School Choice; *School Districts; School Readiness; *State Government; *State Officials; *State Standards; Teacher Salaries

Identifiers: National Governors Association; *State Governors

EJ343771 EA520576

Implications for Educators of "Time for Results."

Nathan, Joe

Phi Delta Kappan, v68 n4 p197-201 Nov 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR87

Target Audience: Practitioners

"Time for Results: the Governors' 1991 Report on Education" provides new perspectives for educators tackling school improvement agendas. The nation's governors divided into seven task forces to examine school readiness, facilities, teaching, leadership, educational technology, college quality, parent involvement and school choice and made numerous recommendations to increase school effectiveness. Includes 14 references. (MLH)

Descriptors: Administrative Organization; Bureaucracy; Educational Change; Elementary Secondary Education; *Government School Relationship; Higher Education; *Instructional Improvement; *Outcomes of Education; *Politics of Education; *School Effectiveness; *State Officials; Teaching (Occupation)

Identifiers: National Governors Association; *State Governors

EJ340216 HE521140

The Governors' Report on Education: Text of the Section on College Quality.

Chronicle of Higher Education, v33 n1 p79-80,82-84 Sep 3 1986

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJDEC86

The text is provided of the National Governors' Association report on the quality of undergraduate education, the state role, student assessment as a means of measuring educational quality, institutions that have implemented successful assessment programs, and the actions needed of governors, legislatures, coordinating and governing boards, and accrediting agencies. (MSE)

Descriptors: Access to Education; Accrediting Agencies; Change Strategies; College Role; College Students; Educational Assessment; *Educational Quality; Employment Potential; Futures (of Society); Government School Relationship; *Higher Education; Leadership Responsibility; *Outcomes of Education; *State Government; Student Attitudes; *Student Evaluation; Undergraduate Study

Identifiers: *Institutional Effectiveness; *National Governors Association; Time for Results (Governors 1991 Report on Educ)

EJ330109 HE520442

A "Value-Added" Model of Measuring Performance.

Osigweh, Chimezie A. B.

College Teaching, v34 n1 p28-33 Win 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAY86

Northeast Missouri State University has developed a way of knowing its effectiveness through a method of assessment that focuses on the value added to the student's knowledge and personality. Competency testing and attitudinal assessment are used. The effects on curriculum and instruction are outlined. (MLW)

Descriptors: *College Curriculum; College Entrance Examinations; *College Instruction; *College Students; Competency Based Education; Higher Education; *Measurement Techniques; Models; *Outcomes of Education; Performance Factors; Psychology; *Student Evaluation; Surveys; Testing

Identifiers: American College Testing Program; Northeast Missouri State University; *Value Added

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ED310833 JC890442

Student Tracking Systems in Community Colleges. ERIC Digest, September 1989.

Quimbita, Grace

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Sep 1989

5p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Contract No.: RI-880-62002

Report No.: EDO-JC-89-03

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); ERIC PRODUCT (071)

Geographic Source: U.S.; California

Journal Announcement: RIEFEB90

Target Audience: Practitioners

Student tracking systems are enabling increasing numbers of community colleges to respond to external demands for accountability with tangible measurements of student progress and institutional outcomes. Several recent trends in marketing, accountability, communications with students, and internal competition for resources have prompted interest in monitoring student progress. Six stages in the student flow process should be monitored: awareness of the college, first inquiry about the school, formal entry, the college experience, completion, and followup. Tracking systems can be developed for any one of these stages, but a number of decisions must first be made in order to collect, store, and disseminate the information that the college and its staff need. In addition to decisions about the purposes and organization of the tracking system, the designers must identify from the data elements routinely collected on each student those that are relevant to student persistence and outcomes. The American Association of Community and Junior Colleges has developed a student tracking model that identifies variables related to student characteristics, progress, and followup. While tracking systems offer many benefits, the potential for problems exists with respect to data collection, the institution's research capacity, follow-up information, and effective use of the information. Regardless of these difficulties, tracking is destined to become an integral part of community college management. (JMC)

Descriptors: Accountability; Community Colleges; *Data Collection; Evaluation Criteria; Followup Studies; Institutional Administration; *Management Information Systems; *Outcomes of Education; Program Development; Research Design; Student Placement; Two Year Colleges

Identifiers: *Student Flow; *Student Information Systems

ED310700 HE022807

Campus Trends, 1989. Higher Education Panel Report No. 78.

El-Khawas, Elaine

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

Jul 1989

84p.

Available from: Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036-1193 (members, $5.00; non-members, $8.00).

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEFEB90

In the sixth in an annual series of surveys of changes taking place in the academic and administrative practices of American colleges and universities, special attention was given to college and university faculty, in light of significant shortages predicted for the next decade. Questionnaires were completed by senior administrators at 366 colleges and universities (80% of a sample of 456). Responses are statistically weighted so that the results are representative of all American institutions offering undergraduate instruction. Results include the following: (1) some institutions are already experiencing problems in filling certain faculty positions; (2) half reported that it now takes longer to find qualified persons for full-time faculty positions; (3) over the next 5 years faculty shortages are expected to involve a sizeable number of institutions and a range of fields; (4) there is widespread use of general education requirements; (5) much activity is devoted to developing methods of assessing student learning; (6) problems with inadequate physical facilities are growing; and (7) substantial financial pressures confront both public and independent institutions. Findings are presented in five sections: faculty, minority initiatives, assessment, other changes, and challenges ahead. Detailed tables, giving results by type of institution, follow the text. The questionnaire is appended. (KM)

Descriptors: *College Faculty; Degree Requirements; *Educational Assessment; Educational Facilities; Educational Quality; Enrollment Trends; Equal Education; Financial Problems; *Higher Education; Mail Surveys; *Minority Groups; Questionnaires; Student Evaluation; *Teacher Recruitment; *Teacher Shortage; Trend Analysis

ED309823 JC890394

Relating College-Level Course Performance to ASSET Placement Scores. Institutional Research Report Abstract RR89-22.

Gabe, LiAnne C.
Broward Community Coll., Fort Lauderdale, Fla.
28 Aug 1989
8p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN90

A study was conducted at Broward Community College (BCC) to examine the academic achievement of students who scored below or just above college level on placement examinations and who did not take college preparatory classes. Students who entered BCC for the first time in fall 1986 or fall 1987 intending to obtain a degree or certificate were selected for the study. Course grades in college-level mathematics and writing were compared for students placing below, just above, and well above passing on the ASSET placement test. Study findings included the following: (1) in the writing course, students placing just higher than the passing standard tended to withdraw from class at higher rates than those who scored below passing or those who scored well above passing; (2) 27% of the students who scored below passing on the writing test circumvented remedial writing instruction, enrolled directly in the college-level writing course, and successfully completed the college-level course at a higher rate than students who first took the remedial course; (3) students who scored just above passing on the writing test, and yet took the remedial course, passed the college-level course at a higher rate than students who did not take the remedial course first; and (4) 11% of the students who scored below passing on the mathematics placement test took no remedial courses, and, of these, 32% successfully completed their college-level mathematics course. Based on study findings, it was concluded that mandatory placement into or out of remedial course work based on placement test scores with questionable predictive validity may not be the ideal solution for students. (JMC)

Descriptors: Academic Achievement; *Academic Persistence; Community Colleges; Cutting Scores; Grades (Scholastic); Mathematics Instruction; *Outcomes of Education; Predictive Validity; *Remedial Programs; Scores; *Student Placement; Two Year Colleges; Two Year College Students; Writing Instruction

ED309822 JC890393
College Preparatory Instruction and Student Persistence at Broward Community College. Institutional Research Report Abstract RR89-14.
Gabe, LiAnne C.
Broward Community Coll., Fort Lauderdale, Fla.
11 Apr 1989
8p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN90

A study was conducted at Broward Community College (BCC) to determine whether student performance on placement tests and enrollment in college preparatory courses have any bearing on graduation and persistence rates. Using data on first-time students entering BCC in fall 1985 and fall 1986, the study revealed: (1) of the 758 fall 1986 students who passed all placement tests, 61.3% were still enrolled after two years, and 14.5% had graduated; (2) 593 of the fall 1986 freshmen scored below college-level in one skill area; among these students, the 171 students who successfully completed the corresponding college preparatory course had higher graduation and persistence rates than the 422 students who did not take/pass the course; (3) 397 students scored below college-level in two skill areas; of these students, 47.6% of the 210 students who took/passed no college preparatory classes were still enrolled two years later; 64.6% of the 147 students who successfully completed one college prep class were still enrolled; and 80% of the 40 students who passed two college prep classes were still enrolled; (4) combined persistence and graduation rates among students who scored below college-level in three areas were highest for students who successfully completed three college prep classes (85.7%), followed by those who passed two prep classes (77.4%), those who passed one class (62.4%), and those who took/passed no college prep classes (35.6%); and (5) when persistence after three years was examined, graduation rates had increased and overall persistence had decreased. (JMC)

Descriptors: *Academic Persistence; College Freshmen; *College Graduates; Community Colleges; *Cutting Scores; Grades (Scholastic); *Outcomes of Education; Program Effectiveness; *Remedial Programs; School Holding Power; Scores; *Student Placement; Two Year Colleges

ED309688 HE022546

Intergenerational Effects of Parents' College Graduation: Comparative Path Analyses for Four Racial-Gender Groups.

Gruca, JoAnn M.; And Others

Mar 1989

74p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEJAN90

A study determining whether parents' possession of a college degree influenced the adult attainments of their progeny is presented. Techniques of path analysis were utilized to investigate both the direct and indirect effects of parents' college graduation on children's income, educational attainment, and occupational status. Separate estimations of a theoretical model for subjects in four racial-gender groups permitted the determination of any intergroup differences. The 15 variable block recursive model developed for estimation in the study included five categories of variables: student background characteristics; precollege variables; institutional characteristics; measures of the collegiate experience; and income, educational attainment, and occupational status 9 years after matriculation in college. Data were drawn from responses to the 1971 and 1980 surveys of the Cooperative Institutional Research Program. Out of a possible 24 direct effects of parental education measures, only two significant effects were obtained. Parents' college education was found to affect the next generation by significant indirect paths. The vast majority of significant indirect effects were obtained for the white groups. Results of the study provide empirical support for the establishment of parent education programs. They also seem to support the development of early home intervention programs, especially those directed toward minority mothers without college education. Results suggest the importance of college faculty in the transmission of intergenerational status attainments. Contains 57 references and 14 tables. (SM)

Descriptors: *Academic Achievement; *College Graduates; Educational Background; Family Environment; Higher Education; Institutional Characteristics; *Outcomes of Education; *Parent Child Relationship; *Parent Influence; Socioeconomic Status; Student Characteristics; Success

BEST COPY AVAILABLE

ED309679 HE022425

Examination of the Conceptualization and Measurement of Career Plateau: A Comparative Analysis.

Chao, Georgia; Gardner, Philip D.
Michigan State Univ., East Lansing.
21 Feb 1989
16p.

Available from: Collegiate Employment Research Institute, Career Development and Placement Services, 113 Student Services Building, Michigan State University, East Lansing, MI 48824-1113 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEJAN90

Information is presented on a study examining how an individually-based measure of career plateau compares with the traditional job tenure conceptualization in their relationships with hypothesized plateau outcomes. Participants in the study were baccalaureate graduates from Michigan State University who took part in a career development study. Alumni represented 10 classes between 1952 and 1985. A perceptual measure of career plateau was obtained from three items related to opportunities for promotion and career future. The traditional measure of plateau, job tenure, was also available. Outcome measures included job satisfaction, satisfaction with the organization, career planning, and career involvement. Results indicate the following: the perceptually-based measure of career plateaus accounted for significantly more variance in job satisfaction, organizational identification, career involvement, and career planning than the job tenure measure; career plateaus were associated with lower levels of job satisfaction, career planning, and career involvement; and importance measures of career growth and promotion opportunities did not add to the explanation of job satisfaction and organizational identity but did have an impact on career planning and career involvement. Contains 27 references. (SM)

Descriptors: *Career Development; Career Planning; College Graduates; Higher Education; *Job Satisfaction; *Outcomes of Education; *Promotion (Occupational); State Surveys; Tenure
Identifiers: Michigan

ED309303 CE052953

Education and Training 16-19: Institutional Structures and Outcomes in Two English Cities.

Evans, Karen

Mar 1989

27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Table 11 contains small type and will not reproduce legibly.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: United Kingdom; England

Journal Announcement: RIEJAN90

Education and training for 16- to 19-year-olds have undergone expansion and diversification in the United Kingdom in the 1980s. In the context of high youth unemployment, the introduction by the central government of a host of vocational preparation programs has aimed to delay labor market entry for a significant proportion of 16-year-olds, while attempting to sustain motivation by providing a vocationally relevant curriculum and holding out the prospect of improved job opportunities. An examination of local education authorities (LEAs) in Swindon and Liverpool was conducted, using data from the 16-19 Initiative and related studies, and investigating institutional arrangements and structures for the education of this age group. The study found that in Swindon, the educational scheme has been changed to compulsory schooling for youth aged 11-16, with a college program for the 16- to 19-year-olds who choose to continue. In Liverpool, this reorganization has not taken place. Schools teach 11- to 18-year-olds; those students wishing to pursue vocational studies after the age of 16 usually enter one of the colleges of further eduation. However, in both cities, employment of 16- to 19-year-olds or their continuing education seems to have more to do with the economy than with the educational program. More 16- to 19-year-olds left school for employment in Swindon, and more were employed by age 19 than in Liverpool, where more students stayed in school longer but were unemployed at 19. (Author/KC)

Descriptors: *Compulsory Education; Economic Factors; Educational Policy; Foreign Countries; *Outcomes of Education; *Policy Formation; Postsecondary Education; Program Effectiveness; Secondary Education; *Unemployment; Vocational Education; *Youth Employment

Identifiers: *England (Liverpool); *England (Swindon)

ED309074 SE050728

Limitations of a Modified Stages of Concern Questionnaire for Use with Preservice Teachers.

O'Sullivan, Kathleen A.; Zielinski, Edward J.

1989

35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEDEC89

Target Audience: Policymakers; Teachers; Researchers; Practitioners

One of the most widely used instruments for assessing concerns has been the Stages of Concern Questionnaire (SoCQ) developed by the Concerns Based Adoption Model Project. In this research, different aspects of the validity of a modified version of the SoCQ produced for use with preservice teachers (PSSoCQ) are examined. In all, 10 different research questions were posed. For each question, methods, results and a discussion are presented. Figures include a data summary; a comparison of PSSoCQ with an open-ended instrument; correlation matricies; graphs of the progression of preservice concerns for the two groups over a year, and over the six stages of concern; and a comparison of the norms of preservice and inservice teachers by stage. (CW)

Descriptors: *Attitude Measures; *Educational Assessment; Evaluation Methods; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *Questionnaires; Student Teachers; Teacher Education Curriculum; *Test Construction ; *Test Validity

Identifiers: Concerns Based Adoption Model; *Stages of Concern Questionnaire

ED308909 JC890345

Developmental Studies Physics: The Doors It Opens.

DeJarnett, Patricia

Mar 1989

34p.; Paper presented at the Annual Conference of the National Association for Developmental Education (Cincinnati, OH, March 2-4, 1989).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEDEC89

Target Audience: Practitioners

Southern College of Technology (SCT) is the only institution in the University of Georgia system to offer a developmental physics course to give students with no previous physics coursework the conceptual background and vocabulary needed to complete SCT's physics requirements. The eight sections of the developmental course focus on: (1) literal and simultaneous equations, exponents, scientific notation, graphs, and geometry; (2) right triangle trigonometry; (3) equilibrium and friction; (4) torque and rotational equilibrium; (5) uniformly accelerated motion, gravity, and free-falling bodies; (6) force and acceleration; (7) energy and momentum; and (8) rotational motion. The text and accompanying software used in the course cover the same topics as standard college physics books, but at an introductory level. Data on the achievement of former developmental studies (DS) students in subsequent college-level physics courses were gathered for summer 1986 through fall 1988. These data revealed that 62.8% of the 188 former DS students who enrolled in Physics 201, "Mechanics," earned a passing grade, compared to 58.3% of the 1,790 non-DS students. In all three trigonometry-based physics courses, former DS students had higher pass rates than non-DS students, but more non-DS students earned a grade of C or better. Of the nine former DS students who enrolled in Physics 221, the calculus-based physics course, four passed. Syllabi and information on the course textbooks are provided for all the developmental and college-level physics courses. (JMC)

Descriptors: Academic Achievement; College Science; *Course Content; Course Evaluation; Developmental Studies Programs; Grades (Scholastic); Higher Education; *Outcomes of Education; *Physics; *Remedial Instruction; *Science Instruction; Technical Institutes

Identifiers: *Southern College of Technology GA

ED308790 HE022759
Measuring Academic Outcomes...and Identifying What Influences Them. AIR 1989 Annual Forum Paper.
Cousineau, John; Landon, Bruce
May 1989
21p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: Canada; British Columbia
Journal Announcement: RIEDEC89

A study was conducted to measure the student outcomes of academic (university transfer) programs and identify the factors related to those outcomes. Six British Columbia (Canada) community colleges participated in the study by surveying 5,770 of their former students. The survey measured four student outcomes, and the analysis tested several factors (e.g., grade point averages, number of semesters attended, institution attended, involvement) for their potential effects on each outcome. The results reflect favorably on the quality of college academic programs, especially when controlled for the types of students served. The results confirmed much university-based research that student skill gain and satisfaction are affected positively by student involvement. The results also confirmed that comparative data, made possible by multi-college studies of this type, can help explain inter-college differences on student outcomes. Contains 12 references. (Author/KM)

Descriptors: Academic Achievement; *Academic Persistence; College Programs; College Students; *College Transfer Students; Community Colleges; Educational Quality; Foreign Countries; *Grade Point Average; Higher Education; Institutional Research; *Outcomes of Education; *Student Participation; Surveys; Universities
Identifiers: *AIR Forum; British Columbia

ED308773 HE022742

Using Alumni Outcomes Research in Academic Planning. AIR 1989 Annual Forum Paper.

Williford, A. Michael; Moden, Gary O.

May 1989

25p.; Paper presented at the Annual Forum of the Association for Institutional Research (29th, Baltimore, MD, April 30-May 3, 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEDEC89

A centralized, university-wide approach to collecting alumni information was established. The centralized approach provided information with greater potential for utilization, permitted comparisons among university units, and generated information on trends in alumni outcomes from year to year. All alumni in a given class are surveyed in order to generate a large enough response pool. The various uses of alumni research in academic planning are discussed, including: (1) assessing the effectiveness of the general education program; (2) institutional planning and budget review; (3) documenting the need for changes in programs or for new programs; (4) enhancing external funding by documenting alumni success; (5) accreditation review and self-study; and (6) develop and evaluate curricular changes. Contains 11 references. (KM)

Descriptors: *Alumni; Attitudes; *College Planning; College Programs; *Graduate Surveys; Higher Education; Institutional Research; *Outcomes of Education; Program Development; Program Effectiveness; Surveys

Identifiers: *AIR Forum

ED308242 TM013646
Past Presidents' Committee: A Look at the Past, Present, and Future of NCME. 1. A Look at the Past.
Coffman, William E.
Mar 1989
10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Iowa
Journal Announcement: RIENOV89

The history of the National Council on Measurement in Education (NCME) is discussed. The organization was founded in February 1938 when 45 college teachers and 12 persons from state departments of education or public schools adopted a constitution for the National Association of Teachers of Educational Measurement. The revised constitution of 1943 changed the name to the National Council on Measurements Used in Education. By 1952, the membership of 495 had sharpened its interest in test use, with a revised constitution that listed dissemination as its first purpose and the promotion of improvement of techniques second. In 1960, the organization adopted its present name. A striking change came in February, 1964 with establishment of the "Journal of Educational Measurement." Membership increased between September 1964 and December 1965 from 1,146 to 2,060. The decade of the sixties saw large increases in funding for educational research and testing. At its February 1968 meeting the Board of Governors approved a committee recommendation that the NCME be incorporated. The Bylaws of 1969 returned to the order of the original constitution and placed the scientific advancement of the field before the dissemination of knowledge about measurement. The 1970's were generally dedicated to the pursuit of these two goals. By 1981, the NCME's membership had reached a peak of 2,321. The journal "Educational Measurement: Issues and Practice" was established in the early 1980's by the merging of the journals "Measurement News" and "Measurement in Education" and was a clear indication of the maturity and status that the NCME had achieved. (SLD)

Descriptors: *Educational Assessment; Educational Research; Elementary Secondary Education; Higher Education; History; *Measurement; *National Organizations; *Organizational Change; Research and Development; Teachers
Identifiers: *National Council on Measurement in Education

ED308221 TM013578

A Critical Thinking Bibliography with Emphasis on Assessment.

Facione, Peter A.

20 May 1989

12p.

Available from: California Academic Press, 331 Susquehanna Ave., Placentia, CA, 92670 ($4.50).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131); RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIENOV89

In January 1988 the Committee on Pre-College Philosophy of the American Philosophical Association undertook a survey of the state of the art of critical thinking (CT) assessment. Using Delphi research methodology, a panel of 60 scholars and teachers from throughout the United States and Canada, with backgrounds in Philosophy, Psychology, Education, and other disciplines and a strong interest in CT assessment, examined the conceptualization of CT and analyzed its skills and dispositional dimensions. The panel also produced the 150-item bibliography of research materials, testing instruments, and position papers on CT and its assessment contained in this document. This bibliography is presented independently of the findings of the Delphi project because of its potential usefulness for persons interested in CT assessment. (SLD)

Descriptors: Cognitive Processes; *Cognitive Tests; *Critical Thinking; *Educational Assessment; Elementary Secondary Education; Higher Education; *Position Papers; Problem Solving; Publications; Reference Materials; *Research Reports; Resource Materials

ED307925 JC890284

Using Student Tracking Systems Effectively. New Directions for Community Colleges, Number 66.

Bers, Trudy H., Ed.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

New Directions for Community Colleges, v17 n2 Sum 1989 1989

113p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Contract No.: RI-88-062002

Report No.: ISBN-1-55542-863-0

Available from: Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($14.95).

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: SERIAL (022); PROJECT DESCRIPTION (141); ERIC PRODUCT (071)

Geographic Source: U.S.; California

Journal Announcement: RIENOV89

Target Audience: Practitioners

This collection of essays discusses some of the general concerns and issues related to tracking the flow of community college students through higher education. The chapters in the volume include: (1) "Tracking Systems and Student Flow," by Trudy H. Bers; (2) "Beyond the College: State Policy Impact on Student Tracking Systems," by Ann Kieffer Bragg; (3) "Keeping Your Admissions Office on Track: A Community College Perspective," by Alison Rutter Barrett; (4) "A Tracking Scheme for Basic Skills Intake Assessment," by Richard A. Voorhees and Sharon Hart; (5) "Computerized Tracking System for Underprepared Students," by Pat Smittle, Michael R. LaVallee, Jr., and William E. Carman; (6) "Tracking and Monitoring Students in Special Groups," by Melvin L. Gay and Costas S. Boukouvalas; (7) "Tracking Students in Community Colleges: The Unreported Challenges," by Trudy H. Bers and Alan M. Rubin; (8) "Student Intentions, Follow-up Studies, and Student Tracking," by Michael R. Stevenson, R. Dan Walleri, and Saundra M. Japely; (9) "LONESTAR: Texas's Voluntary Tracking and Developmental Education Evaluation System," by Stanley I. Adelman, Peter T. Ewell, and John R. Grable; (10) "Computers and Student Flow/Tracking Systems," by Judith W. Leslie; and (11) "Trends and Issues: Student Tracking Systems at Community Colleges," by Jim Palmer. (ALB)

Descriptors: *College Admission; Community Colleges; *Educational Counseling; Management Information Systems; *Outcomes of Education; *Student Placement; Student Promotion; Two Year Colleges; Two Year College Students

Identifiers: *Student Flow; *Student Information Systems

ED306980 JC890226

Institutional Effectiveness Indicators.

Parker, Lynn S.; And Others

Florida Community Coll., Jacksonville.

27 Jan 1989

48p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEOCT89

Prepared for discussion at a retreat of the board of trustees of Florida Community College at Jacksonville (FCCJ), this packet of materials identifies 31 indicators of institutional performance and assesses FCCJ in terms of those indicators for which data were available. First, the packet presents a flow chart which illustrates the model used by FCCJ to measure institutional effectiveness, and a list comparing the issues considered most important by FCCJ's board of trustees, vice president, and selected faculty members. Next, a chart is presented showing the 31 performance indicators, their relation to institutional priorities, how they are measured, and their implications. Finally, each indicator is discussed individually, including background information and, where available, data on FCCJ's effectiveness. Graphs highlight students' College-Level Academic Skills Test scores, job placement of vocational education graduates, transfer rate and transfer student success, passing grades of credit students, grade-level gains of adult basic education students, graduation rate among those pursuing an FCCJ high school diploma, racial parity among employees, average faculty entry salaries, on-campus enrollment, high school review enrollment, classroom utilization rate, total fundable full-time equivalent enrollment, current unrestricted balance fund, full- and part-time faculty, revenue sources, expenditures for instructional support and learning resources, percentage of black and white county residents enrolled in college credit and noncredit courses, student participation in college activities, and FCCJ attendance of local high school graduates. (AYC)

Descriptors: Community Colleges; *Evaluation Criteria; Institutional Characteristics; *Outcomes of Education; *Performance Factors; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges

ED306276 TM013119

Assessment as a Teacher Dilemma: About Internal Control, Uniformity and Decentralization in Swedish Higher Education.

Askling, Berit

Mar 1989

20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Sponsoring Agency: National Swedish Board of Universities and Colleges, Stockholm.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); EVALUATIVE REPORT (142)

Geographic Source: Sweden

Journal Announcement: RIESEP89

Assessment is discussed as a formal and overt manifestation of quality control. With some experiences in Swedish nursing education taken as the point of departure, assessment is discussed as: (1) a policy implementation and curriculum problem concerning the interpretation and exercise of programs by those in control; (2) a teacher problem reflecting the contradictions between beliefs and assumptions of teachers on the one hand and official duties and obligations on the other; and (3) a structural problem concerning the distribution of power and control. The surface of an educational policy or phenomenon may conceal a strange combination of structural and cultural factors, affecting both the formal and actual patterns of power and control in educational settings. The ways in which teachers act in their roles, deal with educational issues, and solve problems vary considerably depending on structural, social, cultural, and economic conditions. The study of assessment routines and an analysis of the assumptions underlying assessment practice can clarify the power structure in education and the role of education in society. (SLD)

Descriptors: College Students; *Educational Assessment; Educational Policy; Evaluation Methods; Foreign Countries; *Higher Education; Nursing Education; *Politics of Education; Power Structure; Quality Control; Student Evaluation; Teacher Attitudes; *Teacher Role

Identifiers: *Sweden

ED305976 JC890204

Using Student Outcomes Data To Demonstrate Institutional Accountability: An Application of Institutional Research.

Clagett, Craig A.

31 Mar 1989

11p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Maryland

Journal Announcement: RIESEP89

Target Audience: Practitioners

An overview is provided of the responses made by Maryland's community colleges to growing concerns for accountability and the measurement of educational outcomes. First, the paper reviews the legislative initiatives and agency actions that characterized the state's movement toward a formalized, state-coordinated institutional assessment procedure. The next section describes the ongoing assessment activities that preceded the development of new accountability requirements in 1987-88, including state reporting systems for enrollment, graduation, and discipline cost data; surveys conducted by the Maryland State Board for Community College Education; reports on performance on certification and licensure examinations; transfer performance reports from senior institutions; qualitative program evaluations conducted by colleges; and institutional research studies. Following a discussion of the strengths and weaknesses of these existing systems, the paper explains the process developed to monitor and assess student progress and achievement at Prince George's Community College. This section explains the application of institutional research findings to the development of accountability objectives related to minimal rates of graduate placement in jobs for which students were trained, minimum pass rates on licensure examinations, and standards for transfer student achievement at senior institutions. Finally, the paper identifies several issues that the current emphasis on accountability has raised for institutional researchers. (ALB)

Descriptors: *Accountability; Community Colleges; *Educational Assessment; Evaluation Criteria; *Institutional Research; Organizational Objectives; *Outcomes of Education; Program Evaluation; *Research Utilization; *Statewide Planning; Two Year Colleges

Identifiers: *Maryland

ED305956 JC890176
Institutional Effectiveness Issues for Faculty.
Buckheister, Amy
Rancho Santiago Community Coll., Santa Ana, Calif.
Feb 1989
27p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; California
Journal Announcement: RIESEP89

An overview is provided of the issues involved in the development of programs to assess institutional effectiveness, particularly as they relate to California community colleges. After part I reviews the trends that have made institutional accountability a legislative concern nationwide, parts II and III consider various definitions of institutional effectiveness and ways of measuring it. Current practices and problems related to outcomes assessment, "value-added" measurement instruments, and exit testing are explored, the use of multiple measures and classroom-based research is suggested as a means of resolving some of the shortcomings identified with other techniques. Part IV discusses the experiences of states that have implemented statewide assessment initiatives and offers case studies of Missouri's and Tennessee's approaches. Part V addresses faculty concerns about the effects of these programs on students, classroom methods, expectations, and their own role as faculty members. It also underscores the need for teacher involvement in the institutional effectiveness movement. Part VI examines California's position in relation to the movement, focusing on: (1) the provisions of Assembly Bill 1725 that require all community colleges to "phase in" assessment programs; (2) the role of accreditation in implementing the new programs; (3) the unique characteristics of California's community colleges and their students that make the models used in other states inappropriate; and (4) ways of identifying and developing criteria to measure the attainment of each institution's individual goals. (ALB)

Descriptors: *Accountability; *Achievement Tests; College Role; Community Colleges; Educational Legislation; Faculty College Relationship; Measurement Techniques; *Outcomes of Education; *School Effectiveness; Standardized Tests; *State Legislation; State Programs; Teacher Role; Two Year Colleges

Identifiers: *California

ED305867 HE022405

Report to the New Jersey Board of Higher Education on the Results of the New Jersey College Basic Skills Placement Testing. Fall 1988 Entering Freshmen.

New Jersey State Dept. of Higher Education, Trenton. New Jersey Basic Skills Council.

17 Feb 1989

102p.

Available from: Basic Skills Assessment Program, New Jersey Department of Higher Education, 20 West State Street, CN 542, Trenton, NJ 08625.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); RESEARCH REPORT (143)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIESEP89

Government: State

The 11th annual report from the New Jersey Basic Skills Council provides information on the level of basic skills (verbal, computation, and elementary algebra) among freshmen admitted to New Jersey's public colleges and universities. Proficiency levels are estimated from performance on the New Jersey College Basic Skills Placement Test (NJCBSPT). Results are presented by: statewide findings (upward trend in elementary algebra); college sectors; recent high school graduates (11-year trends, results by high school program, and high school mathematics and college proficiency); 1988 high school graduates and homework (amount of homework, homework and proficiency, and comparison of NJCBSPT data with National Assessment of Educational Progress findings); non-recent high school graduates; and demographic information. The methods of disseminating study results are discussed, and outcomes of skills-deficient students in college are noted. The percentages of underprepared students entering institutions of higher education continue to be large, and test results and demographic characteristics of the students stable. There have been slight upward trends statewide in elementary algebra, and in verbal skills and communication at the more selective institutions. Appended are a description of the NJCBSPT, a list of participating independent colleges/universities, an explanation of NJCBSPT year to year score equating, NJCBSPT mean scaled scores 1978-1988, and a description of the proficiency levels established by the Basic Skills Council. (SM)

Descriptors: *Academic Achievement; *Basic Skills; College Bound Students; *College Freshmen; Communication Skills; Higher Education; High School Graduates; Mathematics Skills; *Minimum Competency Testing; *Outcomes of Education; Performance; Public Colleges; State Surveys; Student Evaluation; Verbal Ability

Identifiers: *New Jersey Basic Skills Placement Test

ED305753 EA020890

Why Should Universities Have All the Fun?

Farquhar, Robin H.

30 Apr 1989

25p.; Speech given before the international conference, Curriculum at the Centre, (Montreal, Quebec, Canada, April 30-May 3, 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: Canada; Manitoba

Journal Announcement: RIESEP89

This speech, before a Canadian conference on curriculum, instruction, and leadership, discusses the role Canada's public schools and universities will play in making that country internationally competitive, culturally distinctive, and socially humane for the 21st century. By reviewing the environmental and organizational contexts of public schools, by arguing for local-level control, and by describing the nonrational "garbage can" organizational form that typifies Canadian universities, this address suggests college-school collaborations to resolve short- and long-term educational problems including but not limited to school funding, decentralization, curriculum, instruction, and leadership in Canadian education. The sponsors of the conference included the Canadian Teachers' Federation, Canadian Association of School Administrators, Canadian Education Association, Canadian School Trustees' Association, Canadian Association for Curriculum Studies, Council of Ministers of Education (Canada), and Association Canadienne d'Education de Langue Francaise. (JAM)

Descriptors: *College School Cooperation; Elementary Secondary Education; Foreign Countries; Higher Education; *Institutional Role; *Outcomes of Education; *School Role

Identifiers: *Canada; *Garbage Can Theory

ED305001# HE022309

Institutional Effectiveness and Outcomes Assessment Implementation on Campus: A Practitioner's Handbook.

Nichols, James O.
Feb 1989
206p.
Report No.: ISBN-0-87586-089-3
Available from: Agathon Press, 111 Eighth Avenue, New York, NY 10011 ($21.00).
Document Not Available from EDRS.
Language: English
Document Type: BOOK (010); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG89
Target Audience: Administrators; Practitioners

A guidebook for the individual or group of persons on a college campus responsible for implementation of institutional effectiveness or outcomes assessment activities is presented in seven chapters. Chapter 1 explains the handbook's use in institutional effectiveness and outcomes assessment implementation, and Chapter 2 gives an overview of the institutional effectiveness implementation plan: its assumptions, basis, and execution. In Chapter 3, on building the necessary institutional-level foundation for institutional effectiveness in the first year, resource sections include: (1) "Developing the Expanded Statement of Institutional Purpose" (Michael Yost); (2) "Attitudinal Surveys in Institutional Effectiveness" (Gale Bridger); (3) "Cognitive Assessment Instruments: Availability and Utilization" (Marsha V. Krotseng); and (4) "Assessment-Related Information from the Institutional Data Systems" (Bobby H. Sharp). Chapter 4 covers detailed design at the departmental level, and includes two resource sections: "Setting Intended Educational (Instructional), Research, and Service Outcomes and Administrative Objectives" (Linda Pratt, Donald Reichard, and Brenda Rogers) and "Designing the Assessment Process" (Linda Pratt, Donald Reichard, and Brenda Rogers). Chapter 5 is on initial implementation, chapter 6 covers establishment of the annual institutional effectiveness cycle, and chapter 7 is on maintaining institutional effectiveness operations over an extended period of time. Appended are a university expanded statement of institutional purpose, and examples of linkage between expanded statement of institutional purpose, departmental/program intended outcomes/objectives, and assessment criteria and procedures.(SM)

Descriptors: *Educational Assessment; Educational Attitudes; Educational Quality *Higher Education; Institutional Evaluation; *Institutional Role; Mission Statements; *Organizational Objectives; *Outcomes of Education; School Effectiveness

ED315438 TM014461

The Common Yardstick: A Case for the SAT.

Cameron, Robert G.

College Entrance Examination Board, New York, N.Y.

1989

30p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; New York

Journal Announcement: RIEJUN90

The contribution of the Scholastic Aptitude Test (SAT) to education is described, and the most frequently asked questions about its use are addressed. The SAT became a prominent tool in college admissions when the members of the College Board recognized in the 1930's that the Board's program of very specific subject-matter tests was no longer appropriate or welcome since educational reforms had freed the high school curriculum of rigid academic requirements. Once the limitations of subject-specific examinations were recognized, the virtues of a test of general reasoning and thinking skills, such as the SAT, also became obvious. Benefits of the SAT covered in this discussion include those related to uses by parents and students, benefits to high schools and colleges, state-level benefits, and benefits to society at large. Particular measurement characteristics of the SAT reduce sex and ethnic biases. Finally, the effects of test coaching on SAT design and the measures of the validity and effectiveness of each SAT item are addressed. (TJH)

Descriptors: College Bound Students; *College Entrance Examinations; *Educational Assessment; Higher Education; High Schools; Standardized Tests; Test Reliability; *Test Use; Test Validity

Identifiers: *Scholastic Aptitude Test

EJ399747 SP519106

The Impact of a Research-Based Teacher Training Program on Indonesian Teachers, Classrooms, and Students.

Djalil, Aria; Anderson, Lorin W.

Teaching and Teacher Education, v5 n3 p165-78 1989

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAPR90

Results of a study of 30 Indonesian fifth-grade teachers support the value of intensive, research-based teacher training programs in changing teacher behavior and increasing teacher effectiveness. The effect of such programs appears limited to those behaviors and outcomes which reflect the primary focus or emphasis of the program. (IAH)

Descriptors: Comparative Analysis; Data Analysis; Foreign Countries; Grade 5; Higher Education; *Inservice Teacher Education; Intermediate Grades; *Models; *Outcomes of Education; *Program Effectiveness; Research Methodology; Research Utilization; Social Studies; Teacher Effectiveness

Identifiers: Indonesia

EJ395407 HE525766

Institutional Characteristics and Faculty/Administrator Perceptions of Outcomes: An Exploratory Analysis.

Ewell, Peter T.

Research in Higher Education, v30 n2 p113-36 Apr 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJAN90

Drawing from a survey of 320 colleges, a study investigated the contribution of "institutional culture" variables on faculty/administrator perceptions of effectiveness, independent of institutional characteristics such as size, type, selectivity, and control is described. Independent effects were established for perceptions of student satisfaction and student personal development. (Author/MLW)

Descriptors: Academic Achievement; *Administrator Attitudes; Career Development; College Students; Educational Quality; Educational Research; Higher Education; *Institutional Characteristics; Institutional Mission; National Surveys; *Organizational Climate; *Outcomes of Education; Participant Satisfaction; Student Development; *Teacher Attitudes

Identifiers: *Institutional Culture

EJ400912   HE526194

Exploring Common Ground in Liberal and Professional Education.

Stark, Joan S.; Lowther, Malcolm A.

New Directions for Teaching and Learning, (Integrating Liberal Learning and Professional Education) n40 p7-20 Win 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)

Journal Announcement: CIJMAY90

The shared values of liberal and professional educators can form the basis for integrating liberal learning into professional education. Liberal education outcomes are identified: communication competence, critical thinking, contextual competence, aesthetic sensibility, professional identity, professional ethics, adaptive competence, leadership capacity, scholarly concern for improvement, and motivation for continued learning. (MLW)

Descriptors: College Faculty; Communication (Thought Transfer); Competence; Critical Thinking; Educational Objectives; Ethics; *General Education; Higher Education; Leadership; *Liberal Arts; Lifelong Learning; *Outcomes of Education; *Professional Education; Professional Recognition; Surveys

ED303202 JC890057
Gaining the Competitive Edge: The Challenge to North Carolina's Community Colleges. Report of the Commission on the Future of the North Carolina Community College System.
MDC, Inc., Chapel Hill, N.C.; North Carolina State Dept. of Community Colleges, Raleigh.
Feb 1989
38p.
Sponsoring Agency: Z. Smith Reynolds Foundation, Sapelo Island, Ga.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEJUN89

The recommendations presented in this report were developed by the Commission on the Future of the North Carolina Community College System to improve the operation, funding, and economic and social returns of the state's community colleges. Section 1 provides a summary of upcoming challenges facing the colleges and the Commission's response to those challenges. Six fundamental changes for improving the system are recommended: (1) provide every community college student access to quality teaching and academic support services; (2) establish mechanisms to promote accountability and increased flexibility in funding; (3) provide opportunities for all adults to master basic critical thinking skills; (4) help business and industry adapt to technological change and promote small business development; (5) build strong partnerships with the public schools and state universities; and (6) develop strong leadership for the system and its colleges. After section 2 reviews the economic conditions that necessitate an exemplary community college system, section 3 identifies various problems experienced by the colleges, including issues related to funding levels, salaries, resource allocation, planning and goal setting, professional development, comprehensive education, access, basic skills, business and industry support, leadership, and state and local governance. Section 4 sets forth the Commission's major goals, and section 5 offers 33 specific recommendations for achieving them. Finally, section 6 presents a timetable for implementing the recommendations. Financial projections are appended. (AJL)

Descriptors: Access to Education; Accountability; Basic Skills; College Planning *College Role; College School Cooperation; *Community Colleges; Critical Thinking; Economic Development; *Educational Assessment; Educational Finance; Educational Quality; Intercollegiate Cooperation; Leadership; *Long Range Planning; School Business Relationship; School Community Relationship; *Statewide Planning; Technological Advancement; Two Year Colleges
Identifiers: *North Carolina

ED307914 JC890273

Increasing Institutional Effectiveness through Outcomes Assessment.

Wilkinson, Donna; Green, Peggy

1989

39p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIENOV89

Target Audience: Practitioners

In 1987, under pressure from its accreditation agency and the state, Broward Community College (BCC) initiated the Institutional Effectiveness and Assessment Project to improve the college through outcomes assessment. The project had four interrelated components: (1) a revision of BCC's mission statement to incorporate a new section on institutional values; (2) the Course Outline Review Project, which examined the purpose and expected educational results of individual courses; (3) the creation of 20 task forces to define expected outcomes for departmental units, such as the bookstore and library, and for associate degree and certificate programs; and (4) the formation of the Educational Planning Committee to recommend a college planning process and format for the resulting plan. After its second year of operation, the project had developed a revised institutional mission statement; had updated the content of 250 courses and revised course outlines to present objectives in the form of expected outcomes; had initiated a program of annual surveys of students, faculty, and administrators to assess their perceptions of campus services; and was on its way to presenting the college president with a model and timetable for the development of an educational plan. Appendixes provide a copy of the revised BCC Mission Statement, forms used in the revision of course outlines, a list of task forces, recommendations of the associate in arts degree/honors task force, survey instruments, the timeline of the Educational Planning Committee, a report on a study of the effects of remedial reading instruction on subsequent college-level course work, and a sample project newsletter. (JMC)

Descriptors: *College Planning; Community Colleges; Course Descriptions; *Evaluation Criteria; Evaluation Methods; Mission Statements; *Organizational Objectives; *Outcomes of Education; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges

Identifiers: *Broward Community College FL

ED313973 HE023078

Reviewing the California Master Plan for Higher Education: Process, Politics, and Outcomes. ASHE Annual Meeting Paper.

Hugstad, Wendelyn K.

Nov 1989

29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEMAY90

The work of the 1984-1987 California Commission for the Review of the Master Plan for Higher Education (which spelled out how the function of each of its three public higher education segments would be differentiated, governed, and coordinated) is reviewed with focus on its effectiveness. Members of the Commission were asked to determine their perceptions of its effectiveness in meeting 10 characteristics: choice of commission members; clarity of state mandate; number of meetings held to allow commissioners to fully understand the issues and solutions; importance of strong leadership by the commission's chair; choice of commission staff; ability to seek public opinion; content of the commission's report; commission advocacy of the report; timeliness of commission final report; and usefulness of its recommendations to the state. A detailed questionnaire was given to 73 key representatives from six participant groups (commissioners, commission executive staff, chief executive officers advisory group, segmental advisory group, faculty advisory group, and legislative representatives). Results include the following: respondents were less satisfied with certain elements in the external environment that affected the process of the review (e.g. work of the legislative Joint Committee); and all the characteristics except timeliness of the commission's final report were found to be useful in judging commission effectiveness. A list of recommendations regarding the reviewing process is provided. Tables are included. Contains 15 references. (SM)

Descriptors: *Educational Assessment; *Educational Planning; Formative Evaluation ; Governance; *Higher Education; *Master Plans; Outcomes of Education; Planning Commissions; Policy Formation; Public Policy; Self Evaluation (Groups); *Statewide Planning

Identifiers: *ASHE Annual Meeting; *California

EJ395422 HE525781

Stages of Assessment: Cost and Benefits.
McClain, Charles J.; And Others
AGB Reports, v31 n4 p27-31 Jul-Aug 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJAN90
Target Audience: Policymakers

Assessment is one of the most beneficial activities a university can undertake. Assessment proceeds through four stages that are discussed including: readiness, implementation, acceptance, and commitment. (MLW)

Descriptors: College Planning; *Cost Effectiveness; *Educational Assessment; Educational Quality; Governing Boards; Higher Education; *Institutional Evaluation State Universities; Surveys; Trustees

Identifiers: Northeast Missouri State University

ED305119 JC890151
Reconsidering the Community College Contribution.
Cohen, Arthur M.
31 Mar 1989
21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG89
Target Audience: Practitioners

Projecting the prospects and possibilities for community colleges accurately is not an easy exercise due to the vulnerability of both internal and external conditions to unanticipated forces. One aspect of the community college that is particularly affected by external forces is enrollment. Enrollments are influenced by legislation, the decline in the literacy of high school graduates, immigration, changes in the numbers of college-age adults and college-going rates, and employment needs. Another aspect of the two-year college that has undergone major changes is the curriculum. Emphasis on one or another curriculum area has shifted from time to time depending on student aspirations and the availability of alternative educational resources. The curriculum has experienced shifts toward occupational studies, adult education, and general education, as well as the most recent major change in emphasis towards remedial or compensatory studies. The colleges also face several possibilities in the years ahead if current trends persist or if changes in state and local policies are implemented. Such possibilities for positive change exist in the areas of the assessment of student learning, the identification of common learning outcomes, patterns of funding, the differentiation of curriculum content from student intent, and differential rewards for colleges that achieve certain outcomes. An important prerequisite to realizing positive change in these areas is greater emphasis on educational research that measures the effect of various practices and thus changes instructional functions. (AJL)

Descriptors: *College Curriculum; *Community Colleges; Curriculum Development; *Educational Research; *Enrollment Influences; Futures (of Society); General Education; *Outcomes of Education; Policy Formation; Testing Programs; Two Year Colleges; Two Year College Students

ED306888 HE022612

Critical Thinking and Outcome Measures Program.

O'Neill, Paul J.

American Association of State Colleges and Universities, Washington, D.C.; Jackson State Univ., Miss.

Feb 1989

21p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.

Sponsoring Agency: Department of Education, Washington, DC.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Mississippi

Journal Announcement: RIEOCT89

The Jackson State University Critical Thinking and Outcome Measures Program, whose academic focus is curriculum reform, is described in this report. The program guides students in developing the skills to think critically, to reason clearly, to express their thoughts cogently, to value open and thoughtful dialogue, and to be receptive to the free exchange of ideas. For black liberal arts students' junior and senior years, the program seeks to build advanced competencies of critical thinking, based on the basic competencies acquired in the freshman and sophomore years. Outcomes assessment evaluate attainment of the competencies. The program is a campus unit of the School of Liberal Arts, staffed by a faculty director, associate director, and a representative from each of the 12 academic departments. Supplemental instruction is offered in high-risk courses (those in which over 30% of students receive "D" or "F"). Academic counseling is available at a student resource center. An interdisciplinary, team-taught core course will be offered. A list of instructional goals and objectives, a program description and a brochure are appended. (KM)

Descriptors: *Black Colleges; *College Curriculum; College Programs; College Seniors; Counseling Services; *Critical Thinking; Educational Objectives; Higher Education; *Liberal Arts; Models; *Outcomes of Education; Problem Solving; Program Descriptions; State Universities; Student Evaluation; Tutoring

Identifiers: *AASCU ERIC Model Programs Inventory Project; College Juniors; Critical Thinking and Outcome Measures Program; *Jackson State University MS

ED307014 JC890266

What Can Be Done about General Education?

Cohen, Arthur M.

27 Jan 1989

17p.; Paper presented at a conference of the Liberal Arts Network for Development (East Lansing, MI, January 26-27, 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEOCT89

Target Audience: Practitioners

The idea of general education has ebbed and flowed for generations. Recent calls for general education, appearing both in the professional and popular literature, demand an integrative curriculum that brings people toward common understandings. The content of what is taught matters less than that a continual effort be made to enhance social cohesion and move students toward a realization that participation in the polity is important. In Japan, school environments direct students toward such a sense of social responsibility; in the United States, and especially in community colleges, the curriculum must carry the general education message. Since the community college curriculum centers on the liberal arts and occupational studies, general education must be diffused throughout these areas. The colleges have effectually reconceptualized the liberal arts in the direction of general education, and have had some success in suffusing general education concepts into occupational studies. However, constant attention must be paid to general education because the courses keep drifting away from the disciplines from which they arose. General education is difficult to teach because, by definition, it is broad and integrative; and it is futile to insist on it as a graduation requirement because so few students graduate. Overcoming these dilemmas, answering the question of what knowledge everyone should possess, and assessing the outcomes of general education demands leadership from within the institution rather than directives from the state level. Integrated, self-contained, interdisciplinary general education courses should be required for everyone coming to the institution, and their outcomes assessed globally, in order to bring a greater understanding of the broader society and of the student's place within it. (JMC)

Descriptors: College Role; Community Colleges; Core Curriculum; *Curriculum Development; *Educational Objectives; *General Education; Humanistic Education; *Outcomes of Education; Student College Relationship; Two Year Colleges

EJ397061 SE545179

Training for the Trainer.

Overfield, Karen

Technological Horizons in Education, v16 n10 p50-56 Jun 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); TEACHING GUIDE (052); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJFEB90

Target Audience: Teachers; Administrators; Practitioners

Task analysis, needs analysis, curriculum design, and evaluation for training programs for on-the-job training teachers are discussed. Outlines, worksheets, and evaluation sheets are provided. (CW)

Descriptors: Computer Uses in Education; *Curriculum Design; *Educational Assessment; Educational Technology; *Higher Education; *Inservice Teacher Education ; Job Analysis; *Needs Assessment; *Task Analysis; Teacher Education

ED312482 CE053624

A Study of General Education Requirements in Vocational Education Programs.

Kim, Yungho; Wright, Calvin E.

Educational Evaluation and Research, Inc., Menlo Park, Calif.

Sep 1989

60p.

Sponsoring Agency: California Community Colleges, Sacramento. Office of the Chancellor.

Contract No.: 87-0519

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEAPR90

A study determined the perceptions of recent completers of California community college vocational programs and their employers regarding the job-related competencies and knowledge of general education the completers should possess in order to succeed and advance in their careers. Completers had received degrees or certificates in either agriculture; business and management; computer and information science; engineering and related studies; health; consumer education and home economics; and public affairs and services. A sample of 2,330 completers and 306 employers were asked to complete survey questionnaires that contained a list of 46 job-related competencies and general education outcomes. They rated each competency's importance to performance in current jobs and to career advancement. Responses from 48 percent of the students and 71 percent of the employers were received. The following are among the results reported: (1) the responses from completers seemed to validate the importance of good work habits, work attitudes, and other positive work behaviors; (2) competencies in the areas of interpersonal skills, communication skills, and problem solving were also considered important; (3) perceptions were very similar, regardless of whether the respondents held degrees or certificates, and there were few differences across program areas; and (4) generally, employers' and completers' responses were similar. (A 10-item bibliography and appendices listing participating colleges, providing the survey forms, and tabulating results are included.) (CML)

Descriptors: Agricultural Education; Allied Health Occupations Education; Business Education; *Community Colleges; Computer Science Education; Consumer Education; *Curriculum; *Employment Qualifications; Engineering Education; Home Economics Education; Information Science; *Job Skills; *Outcomes of Education; Postsecondary Education; Public Affairs Education; Public Service Occupations; *Success; Two Year Colleges

Identifiers: *California

ED312374 CE053188
Training for Curriculum Development.
Further Education Unit, London (England).
Jun 1989
5p.
Report No.: ISBN-1-85338-148-9
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: United Kingdom; England
Journal Announcement: RIEAPR90

Eight case studies were conducted and analyzed by the East Midlands (England) Regional Curriculum Base in order to assist trainers in examining their approach to curriculum, to consider how it might be changed in light of the Further Education Unit curriculum model, and to identify good practice. Some of the issues identified were the following: (1) marginality--many of the trainees were involved only part time and were not very concerned initially with curriculum development; (2) strategies to increase understanding of the curriculum development process included deciding on working terminology, using a practical approach, building on existing skills, and improving essential skills; (3) the management of the training process was the key to the application of the concept of curriculum development in the training courses; and (4) a variety of approaches, such as microteaching, case studies, discussion, and work-based assignments, were used to ensure that the newly developed skills of curriculum management were translated into practice. Evaluation of the effectiveness of the training through teaching practice observation, analysis of written reports, questionnaires and interviews, discussions with tutors and employers, and consideration of practical evidence showed that the curriculum development skills were being put to use by the trainees. (KC)

Descriptors: Adult Education; *Case Studies; *Curriculum Development; Educational Practices; *Educational Strategies; Foreign Countries; *Inservice Teacher Education ; Models; *Outcomes of Education; Postsecondary Education; Teaching Methods
Identifiers: England (East Midlands)

EJ395306 HE525665
General Education: In Search of Facts.
Locke, Lawrence
Change, v21 n4 p20-23 Jul-Aug 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN90

Six studies of general education are described. A Penn State survey details changes in general education requirements over 15 years. UCLA's Higher Education Research Institute used the college catalog to furnish information about curricular dimensions and others attempt to determine the effects of general education. (MLW)

Descriptors: *College Curriculum; *Educational Research; *General Education; Higher Education; *Outcomes of Education; School Catalogs; Student Participation; Surveys; Trend Analysis

Identifiers: Exxon Education Foundation; Pennsylvania State University; Society for Values in Higher Education; University of California Los Angeles

EJ396748 HE525838

Personality Profiles and Selection for Courses.

Barker, Dennis

Assessment and Evaluation in Higher Education, v14 n2 p87-94 Sum 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJFEB90

Personality profiles for 364 civil engineers were compared to the British Norms for the 16PF Questionnaire. Civil engineers differ from the British norms on 5 of the 20 factors derived from the questionnaire. These factors indicate the questions on which to concentrate when selecting students for civil engineering courses. (Author/MLW)

Descriptors: *Admission Criteria; Career Choice; *Civil Engineering; *College Students; Comparative Analysis; *Educational Assessment; Foreign Countries; Higher Education; *Personality; *Profiles; Questionnaires; Sciences; Selection; Sex Differences; Social Sciences

Identifiers: *Great Britain

EJ396747 HE525837

Consumer Evaluation of Chemistry Curricula in a Nigerian University.

Afemikhe, Omaze A.

Assessment and Evaluation in Higher Education, v14 n2 p77-86 Sum 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJFEB90

Student responses in evaluating a chemistry program were used to map out significant objectives of the program, courses most liked, courses least liked, and the qualities of these courses and their lecturers. The significant objectives were those related to practical work, followed by those dealing with the world of work. (Author/MLW)

Descriptors: *Chemistry; *College Curriculum; College Students; *Curriculum Evaluation; *Educational Assessment; Foreign Countries; Higher Education; Participant Satisfaction; Questionnaires; Surveys

Identifiers: Nigeria; *University of Benin (Nigeria)

ED306454 CE052435

Analysis of Apprenticeship Training from the National Longitudinal Study of the High School Class of 1972.

Cook, Robert F.; And Others
Westat, Inc., Rockville, MD.
Mar 1989
184p.

Sponsoring Agency: Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.; International Union of Operating Engineers, Washington, D.C.

Available from: Learning by Doing, I.U.O.E. National Training Program, 1125 17th Street, NW, Washington, DC 20036 ($10.00).

EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT89

A study investigated effects of on-the-job or "hands-on" vocational training relative to standard classroom vocational instruction on subsequent employment, earnings, wages, and job satisfaction. The data used were from the National Longitudinal Study of the High School Class of 1972 and five follow-up surveys of this population. An analysis of the data using a staged approach indicated that a full-scale study could be performed of the relative and absolute net effects of various forms of vocational training relative to a comparison group of individuals who engaged only in postsecondary classroom vocational education. These analyses indicated that apprentices earned more than those in the comparison group; the differences grew both absolutely and relatively over time. The average hourly wage and average hours of apprentices were greater than those of in the comparison group. In all years, the proportion of apprentices who were satisfied with their jobs exceeded that of the comparison group. A separate analysis was made of individuals who received employer provided on-the-job training relative to the same comparison group. Findings offered some support for the hypotheses that those who received on-the-job training worked more than apprentices in the early years and had higher earnings in the earlier years. (The text includes 45 tables. Appendixes provide weighted tables and detailed tables.) (YLB)

Descriptors: *Apprenticeships; Comparative Analysis; Educational Research; *Employment Patterns; *Job Satisfaction; *On the Job Training; *Outcomes of Education; Postsecondary Education; Salary Wage Differentials; Vocational Education ; Vocational Followup; *Wages

Identifiers: *National Longitudinal Study High School Class 1972

ED306995 JC890241

Nursing Graduate Follow-Up, Catonsville Community College.

Apple Library Users Group, Cupertino, CA.

1989

15p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEOCT89

In 1989, a study was conducted at Catonsville Community College (CCC) to determine the post-graduation experiences and attitudes of the students who had graduated from the nursing program between June 1987 and December 1988. Of the 113 graduates surveyed, 24 responded to the questionnaire. In addition, 10 employers returned questionnaires concerning the preparation of the CCC graduates. Study findings included the following: (1) 88% of the respondents indicated that they had worked full-time as a nurse since completing the CCC program; (2) 79% had worked as registered nurses for more than six months; (3) 63% were employed as staff nurses, and 21% were employed as charge nurses on evening or night shifts; (4) 90% listed their salaries as over $22,000; (5) all of the respondents had received an orientation at their first job, and the majority found it helpful; (6) experiences at CCC were rated by the majority of the respondents as either "superior" or "above average," and faculty were perceived as helpful and concerned about students; (7) only 42% of the respondents indicated that they would definitely still choose nursing as a career, though only two people said they probably would not; and (8) none of the respondents had completed a bachelor's program, but almost one-third were currently enrolled in or planned to enter such a program. The survey instruments are included. (ALB)

Descriptors: College Graduates; Community Colleges; Employer Attitudes; *Employment Patterns; *Nurses; *Nursing Education; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Salaries; Two Year Colleges; Vocational Followup

ED308896 JC890327

Employer Survey Results for the PVCC Graduating Class of 1986-1987. Research Report Number 5-89.

Head, Ronald B.

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

Jul 1989

44p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEDEC89

In 1989, a study was conducted at Piedmont Virginia Community College (PVCC) to assess the occupational success of the college's 1986-87 graduates and determine how well their academic experience prepared them for work in their professions. Employers of 86 graduates who granted permission were contacted for a performance appraisal. Of the employers surveyed, 50 (58.1%) responded. Study findings included the following: (1) over 75% of the employers rated the graduates as either "excellent" or "good" with respect to technical job skills, quality and quantity of work, and cooperation with fellow workers and supervisors; (2) over 60% of the employers rated the math, writing, speaking, research, and logic skills of the PVCC graduates as "excellent" or "good"; (3) nearly 80% of the employers rated PVCC as either "excellent" or "good" in occupational training and education, and over 70% rated the general education provided as either "excellent" or "good"; and (4) no employer rated PVCC as "poor" in either occupational training or general education. The survey instrument is appended. (ALB)

Descriptors: *College Graduates; Community Colleges; *Employer Attitudes; Followup Studies; Job Training; *Outcomes of Education; *Personnel Evaluation; Two Year Colleges; Two Year College Students

ED310824 JC890432

Career Student Follow-Up: Class of 1987-88.

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

Aug 1989

60p.; For a related report, see JC 890 433-434.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Kansas

Journal Announcement: RIEFEB90

In January 1989, a study was conducted at Johnson County Community College (JCCC), in Kansas, of students who graduated, received certificates, or completed sufficient courses to have obtained new skills or enhanced existing skills during the 1987-88 academic year. The purpose of the study was to determine the experiences, perceptions, and opinions of both JCCC career program completers and their employers regarding educational outcomes. Telephone calls were made and questionnaires were mailed to a total of 429 former students, resulting in 312 usable responses. Questionnaires were also mailed to 212 employers of respondents who were working in fields related to their area of study, with 75.9% responding. Major findings from both surveys included the following: (1) 88.1% of the survey respondents had achieved their original educational objectives at JCCC; (2) nearly 90% rated both the content of career courses and the quality of instruction as excellent or good; (3) 65.7% earned associate degrees; (4) 24.4% were currently pursuing additional education; (5) over 80% were employed in jobs related to their JCCC course of study; (6) the average hourly wage reported by 1987-88 completers was $9.90, up from $9.39 for 1986-87 completers and $8.61 for 1985-86 completers; (7) 89.4% of the responding employers rated the former JCCC students as good or very good in terms of overall job preparation; and (8) 68.9% of the employers anticipated hiring additional workers within 3 to 5 years. Numerous tables and the survey instruments are included. (JMC)

Descriptors: Career Development; Community Colleges; *Education Work Relationship ; *Employer Attitudes; Job Satisfaction; *Outcomes of Education; Participant Satisfaction; Program Evaluation; Questionnaires; *Student Attitudes; Tables (Data) ; Two Year Colleges; Vocational Followup; Wages

ED310834 JC890443

Howard Community College Follow-Up of 1987 Graduates. Research Report Number 61.

Seboda, Barbara L.

Howard Community Coll., Columbia, Md.

Sep 1989

45p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEFEB90

In 1988, a follow-up survey was conducted of 1987 Howard Community College (HCC) graduates to determine their employment and educational status, reasons for attending HCC, goal attainment, reasons for selecting HCC, ratings of the college, attendance pattern, transfer experiences, employment patterns, and satisfaction with the college and their major. Study findings, based on responses from 53% of the 253 students who graduated from HCC in 1987 and from 18 employers of a subsample of these students, included the following: (1) 83% of the graduates received associate degrees, and 17% received certificates; (2) 63% had completed career preparation programs, and 37% finished transfer programs, even though, upon entrance, 63% of the students had planned to enroll in transfer programs and 19% in career preparation programs; (3) the most popular career program was Nursing, and the most popular transfer program was Business Administration; (4) 90% of the graduates indicated that they would attend HCC again, and 84% said they would enroll in the same program; (5) reasons for selecting HCC included its convenient location, the availability of desired academic programs, and low cost; (6) 97% of the respondents indicated that they had achieved their goals either completely or partially; (7) 45% had taken courses at another institution after graduating from HCC, and of these, 66% had successfully transferred all of their credits; and (8) 86% were employed either full or part time, and, of these, 58% were working in jobs related to their fields of study. The survey instrument is appended. (VVC)

Descriptors: College Choice; College Graduates; College Transfer Students; Community Colleges; Education Work Relationship; Employer Attitudes; *Employment Patterns; Followup Studies; Graduate Surveys; Mail Surveys; *Outcomes of Education *Participant Satisfaction; Questionnaires; Student Educational Objectives; Two Year Colleges; Two Year College Students; Vocational Education; Vocational Followup

ED311763 HE022680

Society Membership Profile: Employment Mobility and Career Change. AIP Report.

Porter, Beverly Fearn; Kellman, Dawn

American Inst. of Physics, New York, N.Y.

1989

49p.

Report No.: ISBN-0-88318-620-9

Available from: Education and Employment Statistics Division, American Institute of Physics, 335 East 45th Street, New York, NY 10017 (single copies free).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); TEST, QUESTIONNAIRE (160); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New York

Journal Announcement: RIEMAR90

Information on the influence of employment mobility and career change on the flexibility of the physics labor force is provided, noting the past several decades have brought a dramatic roller coaster of changes to the physics community. Five sections are as follows: membership composition (demographics, professional self-identification, and location); employment (university, other academic settings, industry, national laboratories, and government); salaries (salaries and degree level, salaries and employment sector, salaries and geographic location for PhDs, and salaries and primary work activity); employment mobility and career change (introduction, early career change, mid-career change, retirement and late career change, and concluding remarks); and society membership comparisons and profiles. Six appendices offer information on dropping society membership, geographic divisions, and methodology, as well as statistical tables, definitions and technical notes, and questionnaire instruments and subfield list. Contains 10 references. (SM)

Descriptors: *Career Change; Demography; Education Work Relationship; *Employment Opportunities; Employment Patterns; Higher Education; Longitudinal Studies; *Outcomes of Education; *Physics; Salaries

ED311957 JC890461

Survey of 1988 Community College Graduates.

Catonsville Community Coll., MD. Office of Institutional Research.

[1989

43p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEMAR90

Every two years, community college graduates throughout Maryland are surveyed in the spring following their graduation to gather information about their experiences in college and their subsequent educational and employment activities. Of the 756 students who graduated from Catonsville Community College (CCC) in 1987-88, 41% responded to the spring 1989 survey. Study findings, based on responses from CCC graduates, graduates from comparably sized community colleges in Maryland, and community college graduates statewide, included the following: (1) a larger percentage of CCC graduates were in transfer programs than at comparable colleges; (2) 11% of the graduates were still enrolled at CCC in spring 1989; (3) on their admissions applications, 26% of the graduates indicated that they came to CCC to prepare for a career, 18% to update skills, and 30% to prepare for transfer; (4) on the graduate survey, 24% indicated that preparing for job entry was their primary reason for coming to CCC, 9% said updating skills was most important to them, and 28% indicated that they had come to prepare for transfer; (5) 81% indicated that their writing skills had improved because of their attendance at CCC, almost two-thirds said that their appreciation of art, music, or literature was enhanced, and almost 75% had increased their mathematics skills; (6) 50% of the graduates had taken courses at another college since attending CCC, and 76% of those graduates rated their preparation for transfer as "very good" or "good"; and (7) 88% of the graduates were employed full or part time when surveyed, and 79% were working in a job directly or somewhat related to their major at CCC. The survey instrument and responses to open-ended questions are attached. (VVC)

Descriptors: *College Graduates; *College Transfer Students; Community Colleges; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; State Surveys; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Vocational Followup

Identifiers: *Maryland

ED312003 JC890512

Student Outcomes: Annual Summary Report.

Prince George's Community Coll., Largo, Md. Office of Institutional Research.
Nov 1989
13p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEMAR90

Each year a study is conducted at Prince George's Community College (PGCC) to update student outcomes data using quantifiable measures of student achievement. Data for the 1989 study were obtained from the college's student information system, the University of Maryland (UM) system, and surveys of all 825 fiscal year 1988 graduates and 118 of their employers. Responses were returned from 52% of the graduates and 66% of the employers. Study findings included the following: (1) 90% of the 1988 graduates of PGCC health technology programs were employed in fields related to their majors, compared to only 50% of the criminal justice and paralegal studies graduates; (2) the four occupational programs with less than 60% job placement rates had fairly high rates of student transfer to four-year colleges; (3) over 75% of the graduates of nursing and allied health occupations programs passed their certification exams the first time, including 100% of the nuclear medicine and radiography graduates and 78% of the nursing graduates; (4) 81.3% of PGCC's graduates rated their preparation for employment as "very good" or "good," compared to 72.1% of the graduates of similarly sized colleges and 75.1% of the community college graduates statewide; (5) the job preparation of 89% of the graduates was rated as "very good" or "good" by their employers; (6) 69% of the graduates of transfer programs were attending a four-year institution when surveyed; (7) the number of PGCC graduates who transferred to UM decreased from 288 in fall 1985 to 199 in fall 1988; and (8) student ratings of PGCC's general education program indicated that it was most successful in enhancing students' self-confidence and enjoyment of learning and least successful in increasing students' knowledge of fine arts and history. (AYC)

Descriptors: Academic Achievement; *College Graduates; *College Transfer Students ; Community Colleges; Education Work Relationship; Employer Attitudes; *Employment Patterns; Majors (Students); *Outcomes of Education; Participant Satisfaction; School Surveys; Two Year Colleges; *Two Year College Students

ED312454 CE053548

Employers' Expectations of Vocational Education. ERIC Digest No. 90.

Imel, Susan

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

1989

4p.; For an earlier version of this document, see ED 252 963.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Contract No.: RI88062005

Report No.: EDO-CE-89-90

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: ERIC PRODUCT (071)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEAPR90

Target Audience: Practitioners

Employers expect their employees to have basic skills in reading, writing, and math; speaking and listening skills; problem-solving ability; employability skills; reasoning skills; leadership skills; computer literacy; interpersonal skills; ability-to-learn/learning-how-to-learn skills; and collaborative/teamwork skills. How well do employers think vocational education is preparing its graduates? Results of studies conducted since 1985 demonstrate that employers continue to view vocational graduates favorably. The following recommendations for improving vocational education were offered by three recent studies: (1) more communication and closer collaboration between business/industry and education; (2) more and better publicity concerning vocational education so that its image can be improved; (3) integration of reading, writing, and math instruction into vocational instruction; (4) identification of and instruction in a common core of employability skills that are transferable across occupations, including problem-solving and decision-making skills necessary for getting and keeping a job; (5) more opportunities for supervised work experience; and (6) emphasis on applied basic skills and employability skills in secondary programs and technical skills in postsecondary programs. (Ten references are included.) (CML)

Descriptors: Basic Skills; Communication Skills; Computer Literacy; Decision Making Skills; Educational Assessment; Educational Benefits; Educational Improvement; *Education Work Relationship; *Employer Attitudes; *Employment Potential; Employment Qualifications; *Job Skills; *Outcomes of Education; Postsecondary Education; Problem Solving; Program Evaluation; *School Business Relationship; Secondary Education; Vocational Education

Identifiers: ERIC Digests

ED312466 CE053567

Separating the Wheat from the Chaff: The Role of Vocational Education in Economic Development.

Grubb, W. Norton; Stern, David

National Center for Research in Vocational Education, Berkeley, CA.

Jun 1989

61p.

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.

Grant No.: V051A80004-88A

Available from: Materials Distribution Service, NCRVE, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (Order No. MDS-040: $4.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEAPR90

This paper states that, although education has been linked historically to economic development, there is no clear evidence that this link is valid. It investigates under what conditions educational programs are likely to be effective and which are likely to shift resources without any net effects on employment, wage levels, productivity, or economic growth. This six-chapter issue paper examines several interpretations of economic development and analyzes their implications for the role of vocational education. The oldest approach to economic development, luring employment from neighboring localities or states ("smokestack chasing"), is the subject of Chapter 1. This notion has been superseded in many places by a superior one--that regions should increase employment by generating new employment. The different ways of enhancing employment in the aggregate are explained from either a macroeconomic approach (Chapter 2) or a microeconomic approach (Chapter 3). A new role for vocational education--customized training for specific firms--is the subject of Chapter 4, and technology transfer programs and small business development centers are the topic of Chapter 5. In the concluding chapter, these conceptions of economic development clarify what education programs can and cannot do to enhance economic development and clarify the conditions ,under which vocational education can be truly effective as a mechanism for economic development. An appendix discusses the microeconomics of vocational education. A 36-item reference list is included. (KC)

Descriptors: *Economic Development; Educational Philosophy; *Education Work Relationship; Entrepreneurship; Futures (of Society); *Job Development; Job Training; *Outcomes of Education; Postsecondary Education; Public Policy; Role of Education; *School Business Relationship; Secondary Education; Small Businesses; Technological Advancement; *Vocational Education

Identifiers: Macroeconomics; Microeconomics

ED312922 HE022956

Students and Studying in Higher Education in Finland. Publication Series B. Theory into Practice 35.

Makinen, Raimo, Ed.; Maatta, Pentti, Ed.

Jyvaskyla Univ. (Finland). Inst. for Educational Research.

1989

158p.

Report No.: ISBN-951-680-056-4

Available from: Institute for Educational Research, University of Jyvaskyla, Seminaarinkatu 15, SF-40100 Jyvaskyla, Finland.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: BOOK (010); PROJECT DESCRIPTION (141)

Geographic Source: Finland

Journal Announcement: RIEAPR90

Nine articles examine studies in Finnish higher education and the teaching of scientific thinking, with a focus on the relationship between university studies and career satisfaction. Information is presented on the years following the major expansion and reforms in the Finnish higher education system that took place in the mid-to-late 1960s. The articles are as follows: "Educational Career as a Transition Route to Adulthood" (Pentti Sinisalo); "University Studies as a Life-Cycle Stage and the Meaningfulness of the Study Process" (Helena Aittola and Tapio Aittola); "Orientations to Learning and the Study Environment" (Helena Rantanen); "Notes on the Concept of Knowledge from the Perspective of Epistemic Representations, Higher Education and Work" (Anna-Maija Pirttila-Backman); "University Didactics and the Learning of Scientific Thinking" (Pentti Hakkarainen); "Professionalism vs. Reflective Professional Practice" (Annikki Jarvinen); "Studying as a Life Phase and the Progress of Studies" (Raimo Makinen); "Adult Studies: Seeking for Status?" (Matti Parjanen); and "Eight Years After the Beginning of Class Teacher Education. Follow-up from Selection to Working Life" (Hannu Perho). (SM)

Descriptors: Career Development; *College Students; *Education Work Relationship Foreign Countries; *Higher Education; *Outcomes of Education; Scientific Principles ; Student Development; *Theory Practice Relationship

Identifiers: *Finland

ED312929 HE022970

Employment Survey of Michigan College Graduates: Report of Destinations, Average Starting Salaries, and Unemployment, 1987-88 (All Degree Levels).

Scheetz, L. Patrick; Gardner, Philip D.

Michigan State Univ., East Lansing. Collegiate Employment Research Inst.

Jun 1989

52p.

Available from: Career Development and Placement Services, Michigan State University, East Lansing, Michigan 48824-1113 ($5.00).

EDRS Price - MF[illegible] Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEAPR90

Information is presented from an employment survey of Michigan college graduates, focusing on destinations, average starting salaries, and unemployment for 1987-88 at all degree levels. Some of the study findings are as follows: (1) after completing their degrees, graduates could be working full-time, pursuing other educational goals, or still seeking employment, and more than 60% of all graduates were working while 8%-11% were unemployed; (2) depending on the degree level, pursuit of additional education varies from a high of 22% among associate's degree recipients to a low of 7% for Ph.D. recipients; (3) approximately 75% of the bachelor's, master's, and doctoral graduates remain in the state of Michigan; (4) bachelor's recipients are more likely to accept jobs outside the state; and (5) technical fields, especially engineering and engineering technologies, computer science, business, health sciences, industrial arts, and agriculutral sciences generally receive the highest starting salaries across all degree levels. (SM)

Descriptors: Associate Degrees; Bachelors Degrees; Career Choice; *College Graduates; Degrees (Academic); Doctoral Degrees; *Education Work Relationship; *Employment Opportunities; Higher Education; Masters Degrees; *Outcomes of Education; Relevance (Education); Salaries; State Surveys

Identifiers: *Michigan

ED312974 HE023037

Knowledge Utilization in Social Work Practice: Implications for Education and Staff Development.

Baskett, H. K.

Jun 1989

11p.; Paper presented at the Meeting of the Canadian Association of Schools of Social Work (Quebec City, Canada, June 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: Canada; Alberta

Journal Announcement: RIEAPR90

Questions are raised about conventional notions of social work education by introducing field-derived data of how social workers use knowledge in everyday worklife, particularly in the field. Two typical social work units (public and private) totalling 24 social workers were the main foci for data collection, and additional subjects and social work units were sampled. Data collection methods included observations, participant observation, structured and unstructured interviewing, and use of archival materials. Six different but overlapping types of knowledge were distinguished, and seven sources or agents were found to be instrumental in the creation of useable practice knowledge and understanding. The six types of knowledge covered: resources and how to get them; substems and how to access them; how to get knowledge; self-knowledge and how one learns; formal knowledge; and coping knowledge. It is apparent that some types of practical knowledge are not recognized as legitimate knowledge. The interaction between kinds of knowledge and agents of knowledge development suggests that a new model of teaching needs to be considered. Much learning of social work practice occurs in unplanned situations that are not organized for the purpose of learning. Present educational approaches need to be supplemented with some alternatives (e.g., developing and improving the field-based learning or practice that schools of social work already incorporate into their program designs). Contains 9 references. (SM)

Descriptors: Academic Achievement; College Graduates; Educational Background; Educational Improvement; *Education Work Relationship; Foreign Countries; *Information Utilization; *Knowledge Level; *Outcomes of Education; Postsecondary Education; Professional Education; *Social Work; Social Workers; Staff Development

EJ393818 HE525542
The Impact of Higher Education on Adult Students in Australia: Part 1. Employment.
West, Leo H. T.; Hore, Terry
Higher Education, v18 n3 p341-52 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC89

The occupational level, job satisfaction, perception of career prospects, value of study in obtaining employment, usefulness of skills/knowledge gained in carrying out job, and relatedness of job to major field of study were studied in relation to adult students who enrolled in higher education in Australia in 1978. (Author/MLW)

Descriptors: *Adult Students; Educational Benefits; *Education Work Relationship *Employment; Employment Opportunities; Females; Foreign Countries; *Higher Education; *Outcomes of Education; Sex Differences
Identifiers: Australia

EJ395901 SO519777

Assessing Sociology Educational Outcomes: Occupational Status and Mobility of Graduates.

Watts, W. David; Ellis, Ann Marie

Teaching Sociology, v17 n3 p297-306 Jul 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJAN90

Reports on first and current occupations of sociology majors in order to assess education outcomes in the field. Earnings of males and females, graduate degree status and income, changes in prestige, and choice of graduate program are explored. Implications for the teaching of sociology are discussed. (KO)

Descriptors: Education Work Relationship; *Employment Level; Higher Education; *Occupational Mobility; Occupational Surveys; *Outcomes of Education; Social Science Research; *Sociology

Identifiers: Sociology Majors

EJ397186 SO519865

Carving Out the Niche: A Review of Alumni Surveys on Undergraduate Psychology Majors.

McGovern, Thomas V.; Carr, Karen F.

Teaching of Psychology, v16 n2 p52-57 Apr 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); BIBLIOGRAPHY (131); REVIEW LITERATURE (070)

Journal Announcement: CIJFEB90

Target Audience: Researchers; Teachers; Policymakers; Practitioners

Reviews survey research on psychology programs' alumni. Analyzes research objectives, samples, results, and program implementations. Recommends that future studies be conceptualized as part of an overall student outcomes assessment linked to program evaluation and within a life-span developmental framework. Suggests that the American Psychological Association should support a national survey. (LS)

Descriptors: *Alumni; Educational Objectives; Educational Research; *Education Work Relationship; Graduate Surveys; Higher Education; Literature Reviews; *Majors (Students); *Outcomes of Education; *Psychology; Reference Materials; Relevance (Education); Research Design

Identifiers: American Psychological Association

EJ390735 HE525365
Graduate Employment: Some New Evidence.
Johnes, Geraint
Higher Education Review, v21 n2 p63-71 Spr 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJOCT89

New information on the employment, job change, and pay patterns of British university graduates offers support for the use of such measures as indicators of institutional performance and educational relevance. (MSE)

Descriptors: *College Graduates; *Employment Patterns; Evaluation Criteria; Foreign Countries; Higher Education; Institutional Evaluation; Measurement Techniques; *Outcomes of Education; *Relevance (Education); *Salary Wage Differentials

Identifiers: *Great Britain

EJ388247 CE520314

Economic Outcomes. Private Career School Training.

Sango-Jordan, Marilyn

Career Training, v5 n4 p30-32,34-35 May 1989

Available from National Association of Trade and Technical Schools, 2251 Wisconsin Avenue, NW, Suite 200, Washington, DC 20007.

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJSEP89

Describes the Outcomes Comparison Research Project, undertaken to assess educational, employment, and family formation outcomes for private career school attenders and others. (JOW)

Descriptors: *Educational Attainment; *Employment Level; Income; *Outcomes of Education; Postsecondary Education; *Proprietary Schools; *Vocational Schools

Identifiers: *Outcomes Comparison Research Project

ED308920 JC890357
The Case for the Community Colleges.
Cohen, Arthur M.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Aug 1989
35p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Contract No.: RI-88-062002
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: ERIC PRODUCT (071); REVIEW LITERATURE (070)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC89

This paper traces the development of community colleges, analyzes their curricular functions, and discusses their contributions to the American educational system. First, several hypotheses accounting for the rise of the community college in America are summarized, including those pointing to a conspiracy of the elite, a populist alliance, and a clique of professional educators. A profile is then provided of community colleges, their students, and the forces forming the unique character of two-year colleges. The next section looks at occupational studies in the community college curriculum, focusing on two-year college students' job-related educational goals, trends in enrollments and degree awards, charges of ethnic bias in tracking students into occupational programs, high dropout rates, vocational education programs as a stepping stone to the baccalaureate, and the organization of career education as a separate curricular track. The transfer function is discussed in the next section in terms of the lack of reliable data on transfer rates, reasons for the low rates, factors influencing student progress toward the baccalaureate, aids to transfer, and statewide efforts to promote articulation. In the next section, the contributions of the community colleges are reviewed. The final sections look at the rate of return on students' investment in a community college education, college contributions to individual mobility, and the special effects of community colleges on minorities. Includes 46 references. (ALB)

Descriptors: Associate Degrees; College Role; College Transfer Students; *Community Colleges; *Educational Benefits; Educational History; Educational Mobility; Job Training; *Minority Groups; *Outcomes of Education; *Transfer Programs; Two Year Colleges; *Vocational Education

ED311764 HE022686

Here Come the Judges. The Assessment Movement and Its Potential Impact on UCSD.

Evans-Layng, Michael

California Univ., San Diego.

Mar 1989

35p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEMAR90

Developments in the assessment movement are summarized, with educational guesses made about the impact these developments could have at the University of California at San Diego (UCSD). Information is presented as follows: national concerns; national and federal developments; western regional developments: assessment and accreditation; developments at the state level; master plan review; supplementary budget language; Assembly Concurrent Resolution (ACR) 141; Assembly Bill (AB) 2016; assessment and the University of California; assessment at UCSD; and summary and recommendations. Some of the facts are: upward of 20 states have mandated assessment programs for their public higher education systems; California's legislators and policymakers are cautiously beginning to pay more attention to assessment; and currently, UCSD neither requires the systematic peer review of faculty classroom performance nor engages in value-added assessment. Conclusions and recommendations include: insofar as it improves its assessment infrastructure, UCSD would benefit even if the state ultimately decided to forgo insisting on more extensive assessment; UCSD may wish to wait and see what happens or consider discussing how to make more systematic use of the information it already collects about outcomes and instructor performance; and it is likely the state will mandate outcomes assessment, and it may eventually require that evaluation of instruction play a larger role in hiring and promotion. Contains 27 references. (SM)

Descriptors: *Change Strategies; *Educational Assessment; Educational Planning; Educational Quality; Excellence in Education; Higher Education; *Outcomes of Education; Public Policy; State Action; State Universities

Identifiers: *University of California San Diego

EJ402983 RC507665

Reform of Higher Education in Costa Rica: Effects on Social Stratification and Labor Markets.

Mendiola, Haydee M.

Comparative Education Review, v33 n3 p334-56 Aug 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUN90

Considers the impact of Costa Rican public higher education expansion on social stratification and labor markets. Suggests that the 1970s reform was accompanied by increased stratification of the higher education population through creation of new institutions of different quality, dilution of education resources, and stimulation of drop-out rates. (DHP)

Descriptors: *Access to Education; *Educational Change; *Educational Status Comparison; Foreign Countries; *Higher Education; *Outcomes of Education; Public Colleges; Social Influences; Socioeconomic Influences; Universities

Identifiers: *Costa Rica

EJ396811 HE525901

Demystifying Assessment: Learning from the Field of Evaluation.

Davis, Barbara Gross

New Directions for Higher Education, No. 67 (Achieving Assessment Goals Using Evaluation Techniques) v17 n3 p5-20 Fall 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJFEB90

Assessment is analyzed using the conceptualization of educational evaluation. Ten questions provide the framework for this analysis: the meaning of assessment, purpose of assessment, criteria to judge the merit or worth of what has been assessed, who should be served by assessment, etc. (MLW)

Descriptors: *Educational Assessment; *Evaluation Criteria; *Evaluation Methods; Formative Evaluation; Higher Education; Models; Objectives; Summative Evaluation

Identifiers: Merit; *Stakeholders

EJ396812 HE525902

An Organizational Perspective for the Effective Practice of Assessment.

Sell, G. Roger

New Directions for Higher Education, No. 67 (Achieving Assessment Goals Using Evaluation Techniques) v17 n3 p21-41 Fall 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJFEB90

A broad description and critique of assessment activities in colleges and universities is presented. The ideals of assessment are discussed along with organizational realities that temper and restrain them. Suggested strategies for practicing assessment that reduces perils and enhances contributions are provided. (MLW)

Descriptors: *Accountability; *Educational Assessment; Faculty Evaluation; Higher Education; Institutional Evaluation; Models; *Performance Factors; Politics; Program Evaluation; Self Evaluation (Groups); Student Evaluation

EJ396813 HE525903

So, What's the Use?

Braskamp, Larry A.

New Directions for Higher Education, No. 67 (Achieving Assessment Goals Using Evaluation Techniques) v17 n3 p43-50 Fall 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJFEB90

Institutions must address the purpose and context of assessment, keeping in mind the dual complementary goals of an effective organization--individual growth and well-being, as well as the achievement of collective goals. Guidelines for planning and implementing assessment for improvement are presented. (MLW)

Descriptors: *College Administration; College Faculty; College Planning; *Educational Assessment; Educational Objectives; *Evaluation Methods; Guidelines; Higher Education; *Self Evaluation (Individuals)

EJ396817 HE525907
Making Assessment Work: A Synthesis and Future Directions.
Sell, G. Roger
New Directions for Higher Education, No. 67 (Achieving Assessment Goals Using Evaluation Techniques) v17 n3 p109-19 Fall 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJFEB90

Key issues for the future of assessment in colleges and universities are discussed including: assessment may be a response to external demands, however, its locus and main effects are within the institution; assessment's ultimate purpose is improvement; assessment practices emphasize utilization of information; participation by stakeholders is essential, etc. (MLW)

Descriptors: *Educational Assessment; *Educational Improvement; *Evaluation; *Futures (of Society); Guidelines; Higher Education
Identifiers: Stakeholders

ED311953 JC890455

Measuring Institutional Effectiveness.

Macomb County Community Coll., Warren, Mich.

1989

7p.

Available from: Macomb Community College, 14500 Twelve Mile Road, Warren, MI 48093.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEMAR90

The measurement of institutional effectiveness involves a systematic comparison of organizational purpose and performance. For community colleges, organizational purpose can be defined in terms of providing access to education, realizing student achievement, promoting student development, or addressing social needs. If all four purposes are acknowledged, then measures of effectiveness must be developed for each. At Macomb Community College (MCC), an effort was made to determine the institution's main purposes, select appropriate goals for each purpose, and identify the specific measures which accurately indicate institutional outcomes. The process included a survey of students to determine their definition of a successful college experience; the formation of four study teams to develop lists of outcomes measures for successful transfer, completion of personal goals, employability, community impact, satisfaction indices, and human development; and the selection of five or six goals for each institutional purpose. The resulting statement of MCC's purposes and goals included the following: (1) provide opportunity through equitable access; effective services; social, cultural, and cross-cultural opportunities; student/client goal clarification; and student/client retention; (2) realize student achievement, as measured by completion of the student's goals, academic success, successful transfer, and successful employment; (3) promote student development in terms of learning and human potential; and (4) address societal needs, such as promoting quality of life and well-being, institutional innovation in problem solving, developing the community, and student/client/community satisfaction. Many of the specific measures designated for initial implementation already have data collection in progress. The next step is to establish a routine and a format for annual distribution of this information, and to increase awareness and understanding of the project. A chart illustrating institutional purposes and goals, and related measures, data sources, tracking frequency, and anticipated uses is attached. (JMC)

Descriptors: Accountability; *College Role; Community Colleges; *Educational Assessment; Educational Objectives; *Mission Statements; *Outcomes of Education; Policy Formation; *School Effectiveness; Self Evaluation (Groups); Two Year Colleges

ED311962 JC890467

Institutional Effectiveness at Miami-Dade Community College. Research Report No. 89-11R.

Belcher, Marcia J.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Jul 1989

60p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR90

A study was conducted at Miami-Dade Community College (MDCC) to collect available information on indicators of institutional effectiveness. The study focused on the college's success in attracting students to MDCC, fulfilling students' expectations, meeting students' special needs, and retaining and graduating students. In addition, the study investigated students' activities after obtaining an associate degree and achievement test results that certified students' competence. The study relied on information from research conducted since 1985. Highlighted findings included the following: (1) 35% of Dade County's high school graduates enrolled at MDCC, including 51% of the Hispanic graduates but only 20% of the Black graduates; (2) students rated MDCC highest in terms of helping students develop their basic skills and maintaining an excellent reputation, and lowest in terms of providing personal counseling and practical learning opportunities; (3) 67.9% of MDCC's entering students had basic skills deficiencies, and less than half of these students completed prescribed remedial courses; (4) about 70% of the first-time-in-college students immediately returned to MDCC for a second semester; (5) after 3 years, 15% of students who entered MDCC with academic skills deficiencies graduated, compared to 40% of the students who were university eligible when they first enrolled; (6) within 5 years of graduating from MDCC, 65% to 70% of the students entered a four-year college, and 50% of these earned a bachelor's degree; and (7) 88% of the MDCC students who completed required coursework passed all sections of the College Level Academic Skills Test. Twenty-three data tables supplement the text. (VVC)

Descriptors: *Academic Achievement; College Graduates; College Transfer Students Community Colleges; Educational Attainment; Followup Studies; Institutional Research; *Outcomes of Education; Program Effectiveness; Remedial Programs; School Effectiveness; *School Holding Power; School Surveys; Student Educational Objectives; *Student Recruitment; Two Year Colleges

ED314465 TM014340

Assessment in the California Community Colleges.

Kanter, Martha

Oct 1989

11p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEMAY90

An overview of assessment practices in the 107 California community colleges (CCCs) in 71 community college districts is presented. Nearly 1.4 million students are now enrolled in CCCs, and 40,000 full- and part-time faculty work in CCCs. The primary mission of CCCs is the provision of rigorous, high-quality lower division instruction for students who wish to obtain associate degrees, transfer to a 4-year institution, or prepare for an occupation. Changing demographic trends in the state have resulted in a large proportion of Black and Hispanic students enrolling in CCCs. Matriculation, academic standards, and accountability are discussed, including the assessment component of matriculation and the establishment of course prerequisites. Problems involved in implementation of policies on matriculation and academic standards receive special attention, as do student access and measurement of levels of success in CCCs. An institutional research and evaluation component of matriculation provides for both local and statewide evaluation of the program. CCCs are using a variety of measures to show the skill gains of students, their retention and persistence rates, their goal achievement success, and their satisfaction with the educational process. The changing demography, the raising of academic standards, and the lack of pre-college preparation of many students are also considered. (TJH)

Descriptors: Academic Persistence; *Academic Standards; Access to Education; Accountability; Black Students; *College Admission; College Students; *Community Colleges; Demography; *Educational Assessment; Educational Trends; Hispanic Americans; *Institutional Evaluation; Minority Groups; School Holding Power; *State Programs; Student Attitudes; Student Evaluation; Two Year Colleges

Identifiers: *California Community Colleges

EJ389372 JC505048

Value Added: Measuring the Community College's Effectiveness.

Vaughan, George B.; Templin, Robert G., Jr.

Community, Technical, and Junior College Journal, v59 n5 p38-45 Apr-May 1989

Presidents Academy Award Winner

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJSEP89

Explains the "value-added" approach to measuring educational quality and institutional effectiveness in higher education. Presents a case study of Piedmont Virginia Community College's (PVCC's) efforts to measure the value which is added to transfer students by their PVCC experience, and discusses the implications of the PVCC study for other colleges. (DMM)

Descriptors: Academic Achievement; College Transfer Students; Community Colleges *Evaluation Criteria; Knowledge Level; *Outcomes of Education; *School Effectiveness; Two Year Colleges

Identifiers: *Value Added

EJ399867 UD514649
HBCUs Promise and Deliver Success to Their Students, Officials Say.
O'Brien, Eileen M.
Black Issues in Higher Education, v6 n15 p16-17 Oct 12 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAPR90
Target Audience: Policymakers

Discusses the differences in educational environment between historically Black colleges and universities (HBCU) and predominately White institutions. Emphasizes the following issues: (1) individualized attention; (2) educational outcomes; (3) admission standards; and (4) racism. (FMW)

Descriptors: Admission Criteria; *Black Colleges; Black Education; Educational Assessment; *Educational Environment; Higher Education; *Individualized Instruction ; *Outcomes of Education; Racial Bias

Identifiers: *White Colleges

ED312918 HE022951
Analysis of the Survey of 1986-87 Bachelor's Degree Recipients.
Ott, Mary Diederich
Maryland Univ., College Park. Office of Institutional Studies.
Aug 1989
93p.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); STATISTICAL MATERIAL (110)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAPR90

Recent bachelor's degree recipients from the University of Maryland at College Park (UMCP) were surveyed approximately 1 year after graduation. Surveys of those who received their degrees in summer or fall 1986 or spring 1987 were primarily concerned with education, employment, and evaluation of experiences at UMCP. The information is presented under the headings of demographic data, financial aid, educational activities and plans, employment, teacher certification, other concerns, and evaluation of educational experiences. Some of the highlights of the survey results are: 55% of respondents reported receiving one or more type of financial aid; 81% planned to earn a higher degree or graduate certificate; 34% had re-enrolled in postsecondary institutions; 82% were employed full time and 9% were employed part time; 55% indicated they would major in the same undergraduate field again; 68% said that if they were to do it again, they would attend UMCP for their undergraduate education; and 90% rated their satisfaction with the library as good or excellent. A questionnaire for recent alumni and a letter from the Chancellor of the University of Maryland asking for participation in the survey are appended. Contains 61 tables and 1 reference. (SM)

Descriptors: Bachelors Degrees; *College Graduates; Demography; Educational Assessment; Employment; Followup Studies; Higher Education; *Outcomes of Education Participant Satisfaction; Questionnaires; School Effectiveness; *Student Experience ; Student Financial Aid
Identifiers: *University of Maryland College Park

EJ391351 S0519374

A Comparison of Three Strategies to Reduce Student Procrastination in PSI.

Lamwers, Linda L.; Jazwinski, Christine H.

Teaching of Psychology, v16 n1 p8-12 Feb 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJOCT89

Investigates the effectiveness of three procedures designed to reduce student procrastination in a personalized system of instruction (PSI) course. Compares the effects of instructor-imposed deadlines (doomsday), deadlines and bonus credits for early completion of material (doomsday with tokens), and individual contracting. Finds that student progress was fastest in the contracting condition. (KO)

Descriptors: Educational Research; Higher Education; *Individual Instruction; *Instructional Design; *Outcomes of Education; Student Attitudes; Student Behavior *Student Motivation

Identifiers: *Procrastination

EJ396826 HE525916

Classroom Research for Teaching Assistants.

Angelo, Thomas A.; Cross, K. Patricia

New Directions for Teaching and Learning, (Teaching Assistant Training in the 1990s) n39 p99-108 Fall 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJFEB90

The potential contribution of classroom research as a tool in the training of teaching assistants is explored. By collecting data on what students are learning in their classrooms, teachers can assess the effectiveness of their own teaching. (MLW)

Descriptors: *Classroom Research; *College Instruction; *Educational Assessment; Educational Quality; Graduate Students; Higher Education; Student Development; *Teacher Effectiveness; *Teaching Assistants; Training

Identifiers: University of California Berkeley

EJ397227 SP518879

A Reflective Approach to the Methods Practicum.

Ferguson, Patrick

Journal of Teacher Education, v40 n2 p36-41 Mar-Apr 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJFEB90

This article describes efforts to help prospective teachers take a reflective approach to the translation of theory into practice through a practicum experience in a social studies methods course. Also described are the knowledge base and procedures for the course. An assessment of the outcomes is related. (IAH)

Descriptors: *Cooperative Learning; *Course Content; Higher Education; Instruction; Master Teachers; *Methods Courses; *Outcomes of Education; Practicums Preservice Teacher Education; Social Studies; Teaching Models; *Theory Practice Relationship

Identifiers: *Reflective Teaching

EJ394448 SP518724

From Innocence to Inquiry: A Social Reproduction Framework.

Farber, Paul; And Others

Journal of Teacher Education, v40 n1 p45-50 Jan-Feb 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJDEC89

The concept of education as social reproduction illuminates practices in teacher education (particularly in reading instruction) that foster student failure and inequality. (Author/IAH)

Descriptors: Educational Change; Educational Objectives; Elementary Education; *Equal Education; *Foundations of Education; *Grouping (Instructional Purposes); Higher Education; *Outcomes of Education; *Preservice Teacher Education; *Reading Instruction; Role of Education

Identifiers: *Social Reproduction

ED303878 EA020686

The Emergence of University-Based Education Policy Centers. ERIC/CEM Trends and Issues Series, Number 2.

McCarthy, Martha M.; Hall, Gayle C.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Feb 1989

23p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Contract No.: OERI-R-188062004

Report No.: ISBN-0-86552-098-4

Available from: Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 plus $2.50 postage and handling).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); ERIC PRODUCT (071)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEJUL89

A closeup look is provided of a trend in the field of educational policy in the 1980's: the establishment of university-based centers that have a mission of providing state policymakers with nonpartisan, reliable data on education policy options. The development and characteristics of education policy centers are examined. The first section briefly describes the context out of which education policy centers have emerged to link universities and policymakers. The next section provides descriptive data on 16 university-based policy centers that are currently operational in 14 states and highlights commonalities and differences across centers as well as pitfalls that have been encountered. The final two sections address initial efforts to establish a network among these policy centers and the prognosis for such centers to serve the state policymaking community. Appended is a list of university-based education policy centers and a 47-item bibliography. (SI)

Descriptors: *Educational Administration; *Educational Assessment; Educational Development; *Educational Policy; *Educational Trends; Higher Education; Policy Formation; School Policy

EJ392501 JC505101
Beyond the College: State Policy Impact on Student Tracking Systems.
Bragg, Ann Kieffer
New Directions for Community Colleges, v17 n2 p9-19 Sum 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); RESEARCH REPORT (143)
Journal Announcement: CIJNOV89

Examines the extent to which state mandates, including legislation, policies, rules, and practices, establish the context within which many student tracking systems are initiated, designed, and implemented. Reviews trends and considers the diversity among state approaches. (DMM)

Descriptors: *Accountability; Community Colleges; Government School Relationship *Outcomes of Education; Policy Formation; *State Legislation; State Programs; Two Year Colleges

Identifiers: *Student Information System

ED310252 CE053058

Army Training. Management Initiatives Needed To Enhance Reservists' Training. Report to the Chairman, Subcommittee on Military Personnel and Compensation, Committee on Armed Services.

General Accounting Office, Washington, DC. Div. of National Security and International Affairs.

Jun 1989

71p.

Report No.: GAO/NSIAD-89-140

Available from: U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies $2.00 each; 100 or more: 25% discount).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEFEB90

Government: Federal

A study was made to determine the extent to which Army reservists (the National Guard and the Army Reserve) are training in critical tasks and battlefield survival and to identify the factors affecting this training. Information was gathered by interviewing officials at headquarters offices, analyzing overall Army training information, and visiting 17 reserve component units. The study found that training reservists is difficult because of the limited time they have to train (weekends and one 2-week session yearly). Some of the obstacles found to hamper reservists' training were the following: (1) some Army schools provided little instruction on equipment that soldiers were expected to operate in their units; (2) some units lacked the equipment to teach critical tasks; (3) some units did not focus sufficiently on training soldiers in tasks that support the units' missions; (4) units the researchers visited seldom incorporated survival skills in training exercises; and (5) scarce training time often was not used effectively. The Army is planning some changes in reservists' training. The study recommended that the Army ensure that reservists receive training on the equipment they will operate, in all job tasks critical to their units' missions, and in survival skills. It also recommended that it improve the management of training time and ensure that the strategy for training reservists is fully implemented. (KC)

Descriptors: Educational Needs; *Job Training; Military Personnel; *Military Training; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Improvement

Identifiers: *Army

ED310813 JC890419

An Assessment of State Aidable Noncredit Courses at SUNY Community Colleges.

Winter, Gene M.; Fadale, LaVerna M.

State Univ. of New York, Albany. Two Year Coll. Development Center.

1989

48p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: TEST, QUESTIONNAIRE (160); RESEARCH REPORT (143)

Geographic Source: U.S.; New York

Journal Announcement: RIEFEB90

During the winter of 1988-89, a study was undertaken of state-aidable noncredit course offerings at the State University of New York (SUNY) community colleges. This type of offering, produced by allowing certain noncredit enrollments to generate aidable full-time equivalent students, has provided a wide variety of educational opportunities and has been credited by some as keeping "community" in the college. In New York, these courses include remedial instruction, vocational preparation and community service classes. The purpose of the study was to gather information on these courses and to assess their outcomes and effectiveness as perceived by enrolled students. Data were collected from two questionnaires: one distributed to noncredit course enrollees at the 30 SUNY community colleges, and the other to local directors and coordinators of these courses. Returns were received from administrators at 27 SUNY community colleges (a college response rate of 90%); and a total of 3,411 usable responses were received from students enrolled in spring 1989, from which a representative sample of 1,663 responses was drawn. Major findings included the following: (1) the total cost to the state for the state-aidable courses in 1988-89 was $9,512,880; (2) of the over 2,000 courses reported for the spring 1989 semester, 71.5% were vocational, 19.5% were community service, and 9% remedial; (3) nearly three-fourths of the course enrollees were employed full-time or part-time; (4) the major reasons for enrollment included self-enrichment or self-improvement, a desire to update job skills, fulfill licensure or certification requirements, or increase academic skills; (5) 93.5% of the responding students rated their noncredit courses as "good" or "very good," with 5% rating them as "fair" and 1.5% as "poor"; (6) three out of four respondents indicated that an increase in fees by 50% would prevent them from enrolling; and (7) suggestions provided by respondents included offering more courses at more convenient times and providing something tangible, such as a certificate, to be awarded at the conclusion of a course. Appendixes include detailed student responses and the survey instruments. (JMC)

Descriptors: Community Colleges; *Educational Assessment; *Noncredit Courses; Participant Satisfaction; Program Costs; *Program Effectiveness; Questionnaires; State Aid; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges

ED310835 JC890445

Academic and Developmental Services End of Year Status Report, 1988-89.

Hobbs, Ruby L.

Shelby State Community Coll., Memphis, Tenn.

Jul 1989

73p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEFEB90

The tables presented in this report measure the effectiveness of Shelby State Community College's Academic and Developmental Services (ADS) Division, providing data on assessment and placement results, enrollment, retention, grade distribution, and progress of currently enrolled students who entered the college in fall 1987 or 1988. Highlighted findings include the following: (1) in fall 1988, 656 students or approximately 63% of SSCC's first-time freshmen were placed in remedial and developmental studies courses; (2) of these students, 233 were white, 421 were black, 431 were female, and 451 were under 21 years of age; (3) in fall 1988, 646 full-time freshmen actually enrolled in basic or developmental courses, and, of these, 487 returned in spring 1989; (4) grade distributions remained fairly constant between summer 1988 and spring 1989; and (5) since fall 1985, 790 students have successfully completed all ADS requirements and are currently enrolled in college-level courses. Also included in the report are statements of the assumptions, goals/objectives, and strategic actions of the Languages and Literature, Reading, Testing, Math and Methodology, Tutoring, and Student Support Services components of the ADS. Concluding comments indicate that, overall, students who completed remediation performed slightly better than students who did not need remediation. (JMC)

Descriptors: Academic Persistence; Community Colleges; *Developmental Studies Programs; *Enrollment Trends; Grades (Scholastic); *Outcomes of Education; Program Effectiveness; *Remedial Instruction; *Student Characteristics; Student Educational Objectives; Student Evaluation; Student Placement; Tables (Data); Two Year Colleges ; *Two Year College Students

Identifiers: *Shelby State Community College TN

ED311969 JC890474

Measuring the Effectiveness of Business Training: A Follow-Up Study.

Hoffman, Margaret G.

Orange County Community Coll., Middletown, NY.

Nov 1989

33p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; New York

Journal Announcement: RIEMAR90

In 1989, a study was conducted at Orange County Community College to measure the effectiveness of business training provided by the college's Institute for Business, Industry, and Government (IBIG). Between September 1988 and February 1989, IBIG offered 27 business training programs and 6 customized firm-specific programs. In May 1989, 80 participants in the business training programs were surveyed regarding the effects of the IBIG training on their careers, job attitudes, skill levels, and supervisor recognition of the benefits of their training. In addition, all 6 employers who contracted for training were surveyed regarding program outcomes. Study findings, based on responses from 59% of the business education participants and 100% of the employers, included the following: (1) 66% of the employees reported increases in their skill levels, 51% reported increased job satisfaction, and 17% reported changes in their careers or positions; (2) 81% indicated that their supervisor/employer recognized the benefits of their training; (3) 72% of the participants had had no subsequent training; (4) 12 participants indicated that computer courses would help them meet their career goals, and 5 were interested in programs to develop supervisory/management skills; (5) all of the employers felt that course objectives, such as improvement of communication between employees and customers and between supervisors and supervisees, were still being met 3 to 8 months after the termination of the training; (6) four of the six employers had not experienced any turnover among employees who had participated in the program, and two experienced normal turnover; and (7) five of the six companies had provided additional training for their employees, and five expressed an interest in future IBIG programs. The survey instruments are appended. (JMC)

Descriptors: *Business Education; Community Colleges; Followup Studies; *Inservice Education; Labor Education; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; *School Business Relationship; Two Year Colleges

ED313556 CE053823

Job Training Partnership Act. Information on Training, Placements, and Wages of Male and Female Participants. Fact Sheet for the Chairman, Subcommittee on Labor, Committee on Labor and Human Resources, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Sep 1989

22p.

Report No.: GAO/HRD-89-152FS

Available from: U.S. General Accounting Office, P.O. Box 6015, Washington, DC 20877 (first five copies free; additional copies $2.00 each; 100 or more: 25% discount).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAY90

Government: Federal

A study was conducted of a representative sample of 5,467 adult Job Training Partnership Act (JTPA) participants who exited the program between July 1, 1985, and June 30, 1986 to determine the occupations in which male and female participants were trained and subsequently placed. Job skill level was classified as higher, moderate, or lower-level position. The study found that more than 3,800 adults in the sample received occupational training, either on the job or in occupational classroom training programs. The remaining participants received only job search assistance, basic education, and short-term work experience. The study found that a greater proportion of males were trained and placed in higher skill occupations. However, a greater proportion of females were placed in moderate skill positions. Women were more often trained and placed in clerical/typist and secretarial positions, whereas men were likely to be trained or placed in custodial, machine operator, or laborer positions. Overall, men tended to receive higher wages at placement regardless of the skill level or type of training. (The bulk of this document consists of six data tables giving numbers and percentages of males and females in various occupations in regard to training, placement, skill level, and wages.) (KC)

Descriptors: Employment Patterns; Employment Programs; Federal Programs; *Females ; *Job Placement; *Job Training; *Males; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *Salary Wage Differentials; Wages

Identifiers: *Job Training Partnership Act 1982

EJ387423 HE525153

Vision Training Residency: An Outcome Study.

Heiberger, Michael H.; Mozlin, Rochelle

Journal of Optometric Education, v14 n3 p74-79 Spr 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAUG89

A survey of graduates of a vision training residency investigated patterns in their practice location, gender, marital status, optometry schools attended, primary mode of practice, distribution of professional time, faculty affiliations, income, and association memberships. (MSE)

Descriptors: Attitudes; *Certification; *Clinical Experience; *Employment Patterns; Geographic Distribution; Graduate Medical Education; Graduate Surveys; Higher Education; *Optometry; *Outcomes of Education; Professional Education; Program Effectiveness

Identifiers: *State University of New York; *Vision Training

EJ396810 HE525900

The Value of Institutional Research in the Assessment of Institutional Effectiveness.

Rogers, Brenda H.; Gentemann, Karen M.

Research in Higher Education, v30 n3 p345-55 Jun 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJFEB90

A survey of 167 institutions engaged in the regional reaccreditation process between 1987 and 1992 revealed that the presence of institutional research activities was positively related to the institution carrying out a systematic assessment of institutional effectiveness. (Author/MLW)

Descriptors: Accreditation (Institutions); *Educational Assessment; Higher Education; *Institutional Research; Outcomes of Education; Predictive Measurement; *Program Effectiveness; Questionnaires; Surveys

Identifiers: Regional Surveys; Southern Association of Colleges and Schools

EJ402639 HE526301

Assessment with Open Eyes: Pitfalls in Studying Student Outcomes.

Terenzini, Patrick T.

Journal of Higher Education, v60 n6 p644-64 Nov-Dec 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Journal Announcement: CIJJUN90

Problems when developing and operating a successful student assessment program are described. Potential problems and solutions in three major areas are examined: the purposes and definitions of assessment, program implementation, and assessment designs and methods. (Author/MLW)

Descriptors: Accountability; Costs; *Educational Assessment; Educational Quality Higher Education; Measurement Techniques; *Outcomes of Education; *Program Effectiveness; Research Design; *Resource Allocation; Statistical Analysis

ED311198 CE053124

A Longitudinal Study of Earnings of VTAE Graduates. An Analysis of Earnings of 1982-83 Wisconsin Post Secondary Vocational/Technical Education Program Completers Utilizing 1985 State Income Tax and 1988 Wage Reporting Data Compared to Adjusted National Census Data.

Strong, Merle E.; Jarosik, Daniel
Wisconsin Univ., Madison. Vocational Studies Center.
1989
70p.
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEMAR90

A study sought to determine how graduates of vocational, technical, and adult education (VTAE) programs fared in the work force as compared with a national comparison group. The secondary purpose of the study was to ascertain the feasibility and appropriateness of using existing data bases to conduct follow-up research of vocational education graduates. More than 15,000 graduates of vocational education programs in 16 VTAE districts in Wisconsin for the year 1982-83 were categorized based upon information obtained from student records and state income records. A national comparison group based on United States Bureau of the Census records for 1985 was used. Some of the observations drawn from the study were the following: (1) overall, VTAE graduates outperformed economically comparison groupings based on the same gender and age breakdown for persons with a high school diploma; (2) the longer VTAE graduates are in the work force, the more they outperform their peers economically; (3) the longer the term of training, the higher the earnings of the VTAE graduate; (4) female graduates outperformed their peers to a greater degree than did males; (5) graduates of 2-year technical programs and trade and industry programs earned more than graduates from all other program areas; (6) VTAE graduates tended to work full time and to receive unemployment compensation less often than their peers with high school diplomas. (Document includes 77 data tables.) (KC)

Descriptors: *College Graduates; *Income; Longitudinal Studies; *Outcomes of Education; Program Effectiveness; *Salary Wage Differentials; Secondary Education; Technical Education; *Two Year Colleges; Vocational Followup; *Vocational Schools
Identifiers: Vocational Technical Adult Education Districts; *Wisconsin

ED305847 HE022382

The Unique Opportunities and Vexing Challenges of Undergraduate Program Assessment in Professional Fields.

Dinham, Sarah M.; Evans, Linda M.

Mar 1989

22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Arizona

Journal Announcement: RIESEP89

The complexities of assessing undergraduate program quality and outcomes in professional schools are reviewed, and the use of comprehensive assessment models is advocated. Two assessment models are described, that of the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL) and that model developed by Conrad, et al. (1987). Existing assessment strategies in six professional schools at a major research university are examined in light of the Conrad model. The schools were found to meet the demands of the model in terms of collecting information about students, the campus environment and student outcomes, but the university was found wanting in the uses to which the assessment is put and in the lack of focus on the institutional environment's effects on student learning and development. The accreditation process at the six schools is examined in its potential effects of strengthening programs, long-range planning and enhanced teaching and learning. The self-study aspect of accreditation is considered helpful in developing and coordinating assessment and in yielding information useful for assessment. Recommendations for improvements in assessing undergraduate professional education include: assessing general education ("breadth of knowledge"); the articulation of general abilities and characteristics common to most professional fields; further research; and more comprehensive assessment. Contains 17 references. (KM)

Descriptors: *College Programs; *Educational Assessment; Educational Objectives; *Educational Quality; General Education; Higher Education; *Outcomes of Education; *Professional Education; *Program Evaluation; Undergraduate Study

ED307003 JC890249

Maryland Community Colleges 1988 Program Evaluations.
Maryland State Board for Community Colleges, Annapolis.
May 1989
217p.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEOCT89
Government: State

As part of an annual statewide evaluation process, quantitative information on community college education is reviewed by the Maryland State Board for Community Colleges. Subsequently, a qualitative assessment is conducted by selected colleges in response to specific questions raised by the board. This report provides the results of individual qualitative evaluations of 49 programs throughout the community college system, as well as the results of a statewide evaluation of general studies programs. First, the evaluation of the general studies programs is presented. This section includes descriptive information on the programs offered at all 17 community colleges in the system, an analysis of trends in enrollments and student characteristics, program performance data, results of evaluations conducted by the colleges, and recommendations regarding student advisement/tracking and program coordination/administration. The next section contains separate evaluations of 49 programs including 13 general studies programs (evaluations of the other four had been published previously) and 36 others identified as having such problems as declining enrollments, low transfer rates, low job placement levels, high costs, inadequate student follow-up, or declining degree awards. For each program, the following information is provided: (1) the name of the college, the program, and the level of award; (2) responses to the board's questions concerning graduate placement and follow-up, program quality, and the causes of the identified problems; (3) actions planned by the college to remedy the problems; and (4) board recommendations. (AYC)

Descriptors: College Transfer Students; *Community Colleges; Declining Enrollment ; Educational Assessment; Education Work Relationship; Enrollment; Enrollment Trends; Followup Studies; Job Placement; *Outcomes of Education; Program Evaluation ; State Surveys; Statewide Planning; *Transfer Programs; Two Year Colleges; *Vocational Education

Identifiers: *Maryland

ED307008 JC890255

Student Educational Outcomes Assessment: Implications for Institutional Governance.

Levin, Bernard H.

1989

12p.; Paper presented at a conference of the Southeastern Association for Community College Research (Pine Mountain, GA, August 7-9, 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEOCT89

Target Audience: Practitioners

In response to legislative mandate and pressure from its accrediting agency, Blue Ridge Community College (BRCC) began to develop a system to measure the effectiveness of its instructional programs. The system was designed to improve curricula, be managed by faculty, be inexpensive and uncomplicated, and focus on qualitative rather than quantitative measures. The first steps in the generation of the assessment plan were the appointment of an Assessment Committee, composed of five faculty members, two division chairs, and the registrar; the preparation and state approval of the assessment plan; the provision of release time for faculty to teach other faculty about new assessment requirements; and full meetings of the faculty to garner support. The assessment plan requires that faculty members: (1) design a system for evaluating their own programs that provides for the measurement of student outcomes at matriculation, during enrollment, at graduation, and at some point during the subsequent five-year period; (2) submit the program evaluation plan to the Assessment Committee for approval; (3) implement the plan on a four-year cycle and provide data and a written report on outcomes to the Faculty Curriculum Committee; (4) alter program content according to evaluation results or explain to their peers why changes should not be made. Currently, all of BRCC's occupational programs have developed assessment plans that have been documented and approved, though most were rejected upon their first submission to the Assessment Committee. A wide variety of variables, measures, and data sources have been chosen, though most departments have elected to use ad hoc surveys, standardized placement tests, and other straightforward methods to gather data. The advent of assessment has led the faculty at BRCC to reconsider and expand its role in governance, college planning, personnel changes, and decision making. (JMC)

Descriptors: Community Colleges; Evaluation Criteria; *Evaluation Methods; Governance; *Informal Assessment; *Outcomes of Education; *Participative Decision Making; Policy Formation; *Self Evaluation (Groups); *Teacher Participation; Two Year Colleges

Identifiers: *Blue Ridge Community College VA

ED307939 JC890299
The Why and How of Mandated Assessment in New Jersey.
Wagner, Mary Lou
Princeton Univ., NJ. Mid-Career Fellowship Program.
May 1989
23p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIENOV89

Three aspects of institutional assessment are considered in this paper: the historical development of the postsecondary assessment movement; New Jersey's mandated College Outcomes Evaluation Program (COEP); and the response of the state's community colleges to the program. The first section traces the emergence of concern among national policy makers about the quality of undergraduate education and examines state-level responses to these concerns. The next sections review the positions put forth by those who oppose and support assessment. Educators' concerns about threats to academic freedom, the expenditure of state funds for questionable returns, and the misuse of effectiveness measures are noted, as well as opposing views of the movement as a very positive trend. Three major types of assessment programs are described: (1) those focusing on program improvement; (2) those ensuring that all graduates possess basic academic competencies; and (3) those intended to assist in budget decisions and accountability. Next, the COEP is explained. After providing background information, the paper enumerates COEP's major intended provisions, including a common statewide assessment of general intellectual skills; institutional assessment of general education outcomes; faculty assessment of students' learning; and an assessment of students' personal development and satisfaction. Final sections summarize interviews with three COEP administrators concerning funding, barriers to COEP implementation, perceived benefits, and the use of results; and with three community college COEP directors, regarding the value of COEP, and their concerns about funding, the use of outcomes, and the extent of state involvement. (ALB)

Descriptors: Achievement Tests; Administrator Attitudes; Community Colleges; *Educational Assessment; *Government School Relationship; *Outcomes of Education; Self Evaluation (Groups); *Statewide Planning; *Testing Programs; Two Year Colleges
Identifiers: *College Outcomes Evaluation Program NJ

ED308700 FL018049

The Social Consequences of Evaluating ESL Writing.

Lesikin, Joan

Mar 1989

17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; New York

Journal Announcement: RIEDEC89

The social implications of evaluating the writing of English-as-a-Second-Language (ESL) students are discussed in the context of the Hegemony Theory, a radical critical view of schooling, which identifies schools as an agency of socialization. This theory, based on ethnographic research that suggests students receive different kinds of education depending on social class, suggests that the roles that teachers and students play in the classroom trains the students for later roles in society. ESL writing teachers must sensitize themselves to these social implications by looking into three areas: (1) who establishes the evaluation criteria, (2) what the evaluation criteria are, and (3) how the evaluation criteria are used, including when evalution is carried out and by whom. (DJD)

Descriptors: Elementary Secondary Education; *English (Second Language); Higher Education; *Outcomes of Education; Second Language Instruction; Socialization; Social Status; *Student Role; *Teacher Role; *Writing Evaluation

Identifiers: *Hegemony Theory

ED308903 JC890338
Project for Adult College Education (PACE) Evaluation.
Hudson, Rochelle; And Others
Los Angeles Community Coll. District, Calif.
Mar 1989
40p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC89

The Project for Adult College Education (PACE) is a unique educational delivery system designed to meet the needs of working adults through television courses, conferences, seminars, theme-focused interdisciplinary courses, and team teaching. In March 1989, an evaluation of PACE was conducted in the Los Angeles Community College District, focusing on student characteristics, indicators of program quality, student outcomes, and faculty and student views of the program. Study findings included the following: (1) 91% of the PACE students intended to transfer to a four-year institution; (2) 88% were employed full time, and 27% were affiliated with a union; (3) course requirements in PACE classes included an average of 4.9 written and/or performance assignments, in addition to regular reading assignments; (4) semester-to-semester retention was higher in PACE than in regular classes; (5) within-semester retention in PACE was 74%; (6) in spring 1987, black students accounted for 27.4% of the PACE enrollment and 18.4% of the total enrollment; (7) PACE was found to exceed the program completion rate of regular programs by 20%; (8) PACE's program schedule and off-campus locations were major attractions for students; (9) 53.8% of the PACE students rated the quality of instruction as excellent; and (10) 92% of the PACE faculty gave the program a rating of good or excellent. Recommendations for improving the PACE program are included. (JMC)

Descriptors: *Adult Education; Adult Students; Community Colleges; Nontraditional Education; Nontraditional Students; *Outcomes of Education; *Outreach Programs; *Participant Satisfaction; Program Evaluation; School Holding Power; Student Attitudes; *Student Attrition; Student Characteristics; Teacher Attitudes; Two Year Colleges

331

ED310825 JC890433

1985-86 JCCC Career Program Completers: A 3-Year Follow-Up Study.

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

Aug 1989

27p.; For a related report, see JC 890 432-434.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Kansas

Journal Announcement: RIEFEB90

In April 1989, a 3-year follow-up study was conducted of students who completed a career program at Johnson County Community College (JCCC), in Kansas, during the 1985-86 academic year to obtain information on their career and educational experiences over an extended period of time. The 385 former students surveyed included career program graduates, certificate recipients, and students who completed sufficient courses to have either acquired new skills or enhanced existing skills. Of the study sample, 281 completed telephone interviews and 11 completed questionnaires for a response rate of 75.8%. Study findings included the following: (1) 91.5% of the respondents reported that they had achieved their main educational objectives, and 94.5% indicated that JCCC had improved their quality of life; (2) 82.8% were employed in jobs related to their course of study; (3) 88.4% indicated that they had progressed in their career since completion of their course of study, with 57% having received promotions; (4) 90.0% reported satisfaction with their current job, and only 22.0% were working in their current job prior to attending JCCC; (5) 87.1% were working full-time at an average hourly wage of $11.73; and (6) the majority of the respondents indicated that JCCC had helped them to improve a variety of personal and professional skills, including oral and written communication, decision-making, and tolerance for people and ideas. (VVC)

Descriptors: Career Development; Community Colleges; Education Work Relationship *Outcomes of Education; *Participant Satisfaction; *Program Evaluation; Student Attitudes; Two Year Colleges; *Vocational Followup; Wages

BEST COPY AVAILABLE

ED311951 JC890453
A Longitudinal Look at the 1988 Cohort of Transfer Summer Program Participants' Academic Progress and Social and Cultural Adjustment to the University of California, Los Angeles.
Ackermann, Susan P.
California Univ., Los Angeles. Office of Academic Interinstitutional Programs.
Sep 1989
41p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIEMAR90

The University of California at Los Angeles's (UCLA's) Transfer Summer Program (TSP) is designed to increase the academic achievement, retention, and graduation rates of underrepresented and low-income students and to ease their transition from community college to UCLA. In 1989, a study was conducted to assess the extent to which TSP students felt that the program had fulfilled its goals and objectives. All 75 students who attended TSP in summer 1988 were surveyed regarding the effectiveness of the program in light of their experiences at UCLA, the quality and availability of campus services, and their use of these services. In addition, the study examined the students' academic progress through winter 1988-89. Study findings, based on a 36% response rate, included the following: (1) the TSP students were 52% female and 48% male, with an ethnic breakdown of 36% Chicano, 36% Black, 20% Latino, and 8% Filipino; (2) in fall 1988, 56% of the students worked part time on campus, 41% worked off campus, and 74% had family responsibilities to meet; (3) overall, students rated the fulfillment of TSP's academic goals (e.g., aiding academic adjustment to UCLA and increasing control over their academic future) lower than its non-academic goals (e.g., increasing self-confidence and aiding in the social and cultural adjustment to UCLA); (4) although 63% of the students were able to keep up in most of their classes, 54% indicated that their fall classes were more difficult than expected; (5) on average, students indicated that TSP "adequately" prepared them to participate effectively in the classroom, to assess their abilities, and to interact with others; (6) 25% were dissatisfied with the quality and 20% dissatisfied with the availability of their departmental advisor; (7) over half of the students did not use available tutorial or counseling services; and (8) 94% of the TSP students continued at UCLA through spring 1989. A list of transition programs for students and the survey instrument are appended. (VVC)

Descriptors: Academic Persistence; *College Transfer Students; Community Colleges ; Educational Counseling; Higher Education; *High Risk Students; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; *School Orientation; State Universities; Student Adjustment; Summer Programs; *Transfer Programs

ED312727 CS506917

Assessing the Outcomes of College: Implications for Speech Communication.

Backlund, Phil; And Others

Nov 1989

13p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)

Geographic Source: U.S.; Washington

Journal Announcement: RIEAPR90

The pressure to assess educational outcomes comes from a variety of national, regional, and state forces. The primary thrust of most current state initiatives is to encourage institutions to undertake their own appropriate local assessment efforts. The narrow view of assessment focuses upon the use of standardized tests to show the outcomes of learning, while the broader view suggests that effective assessment involves many measurement methods spaced over a period of time. The primary issue regarding the purpose of assessment seems to be: Is the student being tested or is the institution being tested? The favored purpose appears to be a formative one which gathers information on the quality of college programs in attaining broadly defined outcomes and promoting change to improve that quality. A secondary purpose appears to be the need to determine whether or not students have the abilities that their degrees are supposed to certify. Each speech communication department around the country will probably be faced with the assessment issue in one form or another. Administrtors and faculty members need: (1) a clear statement of anticipated outcomes; (2) to be actively involved in planning college assessment programs; and (3) to acquaint themselves with the various standardized measures which they might choose or which might be chosen for them. (Twenty-four references are attached.) (MG)

Descriptors: Curriculum Evaluation; *Evaluation Methods; *Evaluation Problems; Faculty; Higher Education; *Outcomes of Education; *Program Evaluation; *Speech Communication; Testing

ED313374 SP031784

Assessment, Accreditation, and Licensure, and Their Effects upon Teaching and Learning.

Dinham, Sarah M.

Arizona Univ., Tucson. Center for Research on Undergraduate Education.

1989

10p.; Paper prepared for presentation at the Annual Meeting of the American Evaluation Association (San Francisco, CA, 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Arizona

Journal Announcement: RIEAPR90

This paper focuses on the special considerations affecting professional schools seeking to assess the nature, quality and effects of their undergraduate programs. Advocating a comprehensive effort as the most promising means by which assessment can positively influence teaching and learning, the discussion addresses the unique characteristics of assessment in professional schools, giving special attention to professional program accreditation and licensure of professional school graduates. Examples are cited from nursing, architecture, engineering, and education. An overview is presented of assessment in professional fields and how these assessment efforts tie to the professional schools' accreditation process and licensing procedures. A discussion is offered on how the assessment process in professional schools can be facilitated, how the base provided by licensure and accreditation processes can be used, and how faculties can use assessment to improve teaching and learning. (JD)

Descriptors: *Academic Standards; *Accreditation (Institutions); Architectural Education; *Certification; *Educational Assessment; Engineering Education; Higher Education; Nursing Education; *Professional Education; *Program Evaluation; Teacher Education

ED313965 HE023070

Doctoral Study in Programs of Higher Education: Overviews and Prospects. ASHE Annual Meeting Paper.

Townsend, Barbara K.

Nov 1989

32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120); REVIEW LITERATURE (070)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEMAY90

An overview of the nature and content of doctoral study in higher education is presented, focusing on an analysis of the literature indicating potential outcomes of these programs. The type of training for academic administrators and the significance of this training for degree recipients and for colleges and universities are examined. The study questions whether it is feasible to expect that graduates of these programs are more prepared for administration or behave differently than administrators who have not completed these programs. The nature and content of doctoral study in higher education is not well understood by individuals unacquainted with higher education programs. An examination of the literature indicates: (1) discussion about the knowledge base in the field of higher education dominates the literature; (2) the skills most emphasized are those emphasized in graduate programs generally (research and writing skills); and (3) the outcome of conceptual competence has received the most attention. Lack of agreement about programmatic purposes affects the ability to higher education programs to evaluate themselves and develop evidence of their effectiveness. The effectiveness of program graduates and programs cannot be fully assessed until there is a better understanding of what knowledge and skills are needed in university and college administration. Not all faculty members are uniformly committed to the programmatic purpose of preparing administrators, and this is a hinderance to assessing the effectiveness of graduates. Contains 59 references. (SM)

Descriptors: *Administrators; *College Administration; College Planning; Doctoral Degrees; *Doctoral Programs; Graduate Study; Higher Education; *Outcomes of Education; *Postsecondary Education as a Field of Study; School Business Officials

Identifiers: *ASHE Annual Meeting

ED314123 JC900039
A Proposed Accountability Model for California's Community Colleges: A Paper for Discussion.
MacDougall, Peter R.; Friedlander, Jack
Santa Barbara City Coll., Calif.
Feb 1990
16p.; Discussion paper distributed by the Commission on Research of the California Association of Community Colleges.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; California
Journal Announcement: RIEMAY90

Prepared to ensure that California's community college professionals are aware of present and emerging requirements and options for a statewide accountability system, this paper provides an overview of accountability systems in other states and proposes a model for a California accountability system and specific measures that could be used to meet both state and institutional needs. Introductory sections explain the reasons that the California Association of Community Colleges decided to distribute the discussion paper to its membership, review the legislative mandate for the development of an accountability system, and explain the purposes of the paper. Next, an analysis of the accountability systems of other states discusses state-imposed measures in Florida and Tennessee, state-imposed standards with some measures determined by individual colleges in New Jersey, and state-established accountability categories with institutions determining the measures in Virginia and Colorado. This section also discusses the advantages and disadvantages of various methods used to assess institutional accountability, including student tracking, standardized tests, student self-reports, and factual measures. The next section proposes an accountability approach for California, including: (1) a discussion of the guiding principles of the model; (2) a chart listing methods for measuring the attainment of specific outcomes desired at the state level (e.g., diversity, fiscal stability, and effective programs; and (3) an outline of institutional accountability measures to be used for internal evaluation of the college. Concluding remarks include an assessment of the strengths and weaknesses of the proposed model. (WJT)

Descriptors: *Accountability; Community Colleges; *Educational Assessment; Educational Legislation; *Educational Objectives; *Evaluation Criteria; Evaluation Methods; Government School Relationship; Models; *Outcomes of Education; Two Year Colleges
Identifiers: *California

EJ391367 SO519390

Current Issues in Art and Design Education: Vocation and Destination: The Career Paths of Art and Design Graduates and the Uses and Abuses of 'First Destination' Statistics.

McGeevor, Philip

Journal of Art and Design Education, v8 n1 p7-14 Spr 1989

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJOCT89

Points out that it is unfair to evaluate art and design courses by using information concerning initial employment. Stresses that lateral movement is necessary for gaining wide experience in the field of design and argues that first destination statistics do not reflect this situation. Suggests continuous monitoring of graduates. (KO)

Descriptors: *Art Education; Careers; Design; *Educational Assessment; *Education Work Relationship; Foreign Countries; Higher Education; Longitudinal Studies; *Program Evaluation; *Statistical Bias

Identifiers: *Great Britain

EJ396814 HE525904

Assessment and Academic Judgments in Higher Education.

Dennison, George; Bunda, Mary Anne

New Directions for Higher Education, No. 67 (Achieving Assessment Goals Using Evaluation Techniques) v17 n3 p51-70 Fall 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJFEB90

The ways an institution, committed to assessment as a means to focus attention on the curriculum and the learning environment, can accomplish its purpose are described. The assessment process at Western Michigan University is described. (MLW)

Descriptors: College Administration; College Faculty; Curriculum Development; *Educational Assessment; General Education; Higher Education; Majors (Students); *Outcomes of Education; Policy Formation; *Program Evaluation

Identifiers: American College Testing Program; College Outcomes Measures Project *Western Michigan University

EJ396815 HE525905

A Role for Assessment in Higher Education Decision Making.

Ory, John C.

New Directions for Higher Education, No. 67 (Achieving Assessment Goals Using Evaluation Techniques) v17 n3 p71-87 Fall 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJFEB90

The Office of Instructional and Management Services at the University of Illinois, Urbana-Champaign, has been involved in the development and administration of several evaluation programs that contain an assessment component. These programs are described. (MLW)

Descriptors: Administrator Evaluation; *College Administration; *Decision Making *Educational Assessment; Faculty Evaluation; General Education; Higher Education; *Policy Formation; Program Development; *Program Evaluation; Student Evaluation

Identifiers: *University of Illinois Urbana Champaign

EJ399289 HE526083
Background, College Experiences, and the ACT-COMP Exam: Using Construct Validity to Evaluate Assessment Instruments.
Pike, Gary R.
Review of Higher Education, v13 n1 p91-117 Fall 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJAPR90

A study investigated the appropriateness of the American College Testing Program's College Outcome Measures Program, conducted at the University of Tennessee, Knoxville, by applying the criterion of construct validity. Results indicated that while the test primarily measures individual differences, it is also sensitive to the effects of higher education. (Author/MSE)

Descriptors: *Construct Validity; Educational Quality; Evaluation Criteria; Higher Education; *Outcomes of Education; Program Effectiveness; *Standardized Tests; *Test Validity
Identifiers: *American College Testing Program; University of Tennessee Knoxville

EJ401886 CE521054

Using Impact Evaluations to Improve Marketing Plans in Continuing Higher Education.

Courtenay, Brad; Holt, Margaret E.

Journal of Continuing Higher Education, v38 n1 p10-15 Win 1990

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUN90

Impact evaluation of two continuing education symposia gathered data from participant evaluations and follow-up interviews that assessed learning gains. The results were used to improve program promotion in four areas: copy for print and broadcast announcements, future program titles, speakers' reputations, and consideration of the nature of the group. (SK)

Descriptors: *Continuing Education; *Evaluation Utilization; Higher Education; *Marketing; *Outcomes of Education; *Participant Satisfaction; *Program Evaluation Publicity

Identifiers: *Impact Evaluation

EJ402644 HE526306

Charting the Winds of Change: Evaluating Innovative Medical Curricula.

Friedman, Charles P.; And Others

Academic Medicine, v65 n1 p8-14 Jan 1990

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJUN90

The Josiah Macy Jr. Foundation sponsored a conference to consider designs for evaluation studies and the potential distinctive outcomes of the innovative medical curricula that might be foci of these studies. Differences between graduates of innovative and traditional curricula which might be expected were identified. (Author/MLW)

Descriptors: *Change; Comparative Analysis; Conferences; Conventional Instruction ; *Curriculum Development; *Educational Innovation; Higher Education; Interpersonal Competence; Lifelong Learning; Life Satisfaction; *Medical Education; *Outcomes of Education; Problem Solving; *Program Evaluation

Identifiers: Josiah Macy Jr Foundation

EJ398635 CE520902

Assessing the Learning Outcomes for Adults Participating in Formal Credit Programs.

Graham, Steven W.

Continuing Higher Education Review, v53 n2-3 p73-85 Spr-Fall 1989

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAPR90

To examine the outcomes from traditional undergraduate degree programs, 7,577 recent college graduates over 30 were surveyed. Factor analysis structured 24 outcome variables into 5 categories in which adults felt their education had a major impact: self-directed learning, human/artistic development, communication skills, logic/problem solving, and consumer awareness. (SK)

Descriptors: Adult Education; *Adult Students; Factor Analysis; Higher Education *Nontraditional Students; *Outcomes of Education; *Student Attitudes; *Undergraduate Study

EJ391627 CE520488

Liberal Studies Programmes and the Adult College Graduate: Assessment of the Outcomes.

Swift, John S.

International Journal of Lifelong Education, v8 n3 p197-209 Jul-Sep 1989

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJNOV89

This article focuses on research identifying the value-added outcomes perceived by adults completing a liberal arts degree. These outcomes are compared with those of traditional-aged college graduates. The personal growth gains indicated by the adults provide support for justifying special degree programs. (SK)

Descriptors: *Adult Students; *Bachelors Degrees; *College Graduates; Higher Education; Individual Development; *Liberal Arts; Nontraditional Education; *Outcomes of Education

EJ401887 CE521055

Mandatory Continuing Education for Professional Relicensure: A Comparative Analysis of Its Impact in Law and Medicine.

Frye, Susan J.

Journal of Continuing Higher Education, v38 n1 p16-25 Win 1990

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJJUN90

Although mandatory continuing education (MCE) has a positive effect on the knowledge level of medical practitioners, effects on performance are limited and impact on quality of care is unproven. Similar effects in law have not been studied. Compulsory education has improved quality of and access to programs, but MCE is not assurance or guarantee of professional competence. (66 references) (SK)

Descriptors: Access to Education; Higher Education; *Lawyers; *Licensing Examinations (Professions); *Outcomes of Education; *Physicians; *Professional Continuing Education; State Licensing Boards

Identifiers: *Mandatory Continuing Education

ED307921 JC890280

1989-90 Implementation of the Management Information System.

Hamre, William; Holsclaw, Mick

California Community Colleges, Sacramento. Office of the Chancellor.

Jul 1989

25p.; Discussed as agenda item number 5 at a meeting of the Board of Governors of the California Community Colleges (Millbrae, CA, July 13-14, 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIENOV89

Government: State

Target Audience: Policymakers

For the past three years, the Board of Governors has made the development and implementation of the California Community College Management Information System (MIS) a major priority. Following two years of pilot testing with five community college districts, statewide implementation of Phase I of MIS is slated to begin in July/August 1989. Several critical findings regarding data collection and reporting emerged from the pilot project, including the following: (1) the new reporting requirements will need to be introduced over a two-year period to allow for thorough testing and implementation of new data collection mechanisms; (2) the Chancellor's Office needs to take a more structured approach to the development of definitions for data elements and reporting requirements and the clarification of the roles of various state agencies; and (3) additional staff are needed to ensure data accuracy, access, and use. Phase I will focus on gathering data on student outcomes, beginning with information on student demographics, course outcomes, program awards, financial aid, matriculation, faculty assignment, and related areas. Phase II will emphasize the collection of data on staff, courses, programs, and the utilization of student services. When fully implemented, Phase II should allow the Chancellor's Office to regulate affirmative action efforts on a continuing basis, and to meet state and federal reporting requirements. Phase III will be devoted to the collection and reporting of data on finance and facilities, with special attention paid to the automatic development of budget and expenditures annual reports. Appendixes explain procedures for modifying the MIS "Data Element Dictionary" and developing reporting requirements, the policy on data access and report development, and allocations for MIS development by district. (ALB)

Descriptors: *Community Colleges; *Data Collection; *Educational Assessment; Evaluation Criteria; *Management Information Systems; *Outcomes of Education; *Statewide Planning; Two Year Colleges

Identifiers: *California

ED312427 CE053502

Job Training Quarterly Survey. JTPA Title IIA and III Enrollments and Terminations during the First Three Quarters of PY 1988 (July 1988-March 1989).

Department of Labor, Washington, DC. Office of Strategic Planning and Policy Development.

Sep 1989

66p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAPR90

Government: Federal

This document contains 36 tables that summarize some of the characteristics and experiences of persons who participated in training programs authorized under Titles IIA and III of the job Training Partnership Act (JTPA) during the first three quarters of program (PY) 1988. The data were obtained through the job Training Quarterly Survey (JTQS) and were extracted, for samples of program participants, from JTPA records maintained by the local program administrators. Some of the findings are as follows: (1) JTQS-estimated new enrollments in Title IIA decreased 5 percent during the first three quarters of PY 1988 compared to the sampe period 1 year earlier; (2) Title IIA participants were nearly identical for the first three quarters of both years (95 percent economically disadvantaged; 54 percent females; 47 percent minorities; 43 percent public assistance recipients; 37 percent under age 22; 29 percent school dropouts, and 58 percent high school graduates); (3) compared to the estimated JTPA-eligible population, Title IIA served relatively twice as many youth as well as larger proportions of blacks and high school graduates; (4) the average hourly wage of Title IIA terminees who entered employment increased from $4.82 to $5.02; (5) about 70 percent of enrollees completed Title IIA programs; (6) compared to the eligible population of displaced workers, Title III served higher proportions of females, Hispanics, and persons aged 22-44, but smaller percentages of whites and workers who were 45 and older; and (7) the average hourly wage of $7.43 for PY 1988 Title III terminees was unchanged from the year before. (KC)

Descriptors: *Disadvantaged; *Dislocated Workers; Employment Programs; *Enrollment Rate; Federal Legislation; *Federal Programs; Job Placement; Job Training; *Outcomes of Education; *Participant Characteristics; Postsecondary Education; Program Effectiveness; Wages

Identifiers: *Job Training Partnership Act 1982

EJ396816 HE525906

Improving Higher Education: The Need for a Broad View of Assessment.

Gray, Peter J.; Diamond, Robert M.

New Directions for Higher Education, No. 67 (Achieving Assessment Goals Using Evaluation Techniques) v17 n3 p89-107 Fall 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJFEB90

The evaluation and research unit of the Syracuse University Center for Instructional Development is described. The center provides information relative to courses, curricula, academic and nonacademic programs, academic and nonacademic administrative concerns, and institutional issues. The development of a new teaching assistant orientation program is described. (MLW)

Descriptors: *College Administration; Courses; Curriculum Development; *Educational Assessment; *Educational Improvement; Higher Education; Program Descriptions; Program Development; *Teaching Assistants

Identifiers: Syracuse University NY

EJ396937 JC505158

Basic Skills in College: Academic Dilution and Solution?

Mickler, Mary Louise; Chapel, Ann C.

Journal of Developmental Education, v13 n1 p2-4,16 Fall 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Journal Announcement: CIJFEB90

Reviews arguments for and against the continuation of remedial programs in postsecondary education. Highlights examples of successful remedial programs, offering evidence of positive outcomes in reduced attrition and increased preparation for college-level work. (DMM)

Descriptors: *College Role; Community Colleges; Compensatory Education; *Outcomes of Education; Program Descriptions; Program Effectiveness; Public Opinion; *Remedial Programs; School Holding Power; Two Year Colleges

EJ400915 HE526197

Linking Teacher Education and Liberal Learning.

Wisniewski, Richard

New Directions for Teaching and Learning, (Integrating Liberal Learning and Professional Education) n40 p39-48 Win 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAY90

More important than creating an interdisciplinary major is the need for all teachers to be solidly grounded in liberal learning. Several collaborative programs blending the liberal arts and pedagogical studies at the University of Tennessee, Knoxville, are offered by the College of Liberal Arts. (MLW)

Descriptors: Cooperative Programs; *General Education; Higher Education; Interdisciplinary Approach; *Liberal Arts; *Outcomes of Education; *Preservice Teacher Education; Professional Education; Program Descriptions; Student Teaching

Identifiers: University of Tennessee Knoxville

EJ400920 HE526202

Social Work and the Liberal Arts Perspective: A Mandate in Search of a Mission.

Winship, James P.

New Directions for Teaching and Learning, (Integrating Liberal Learning and Professional Education) n40 p87-96 Win 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJMAY90

The agendas of the social work profession's accrediting group and the society served by the profession call for revitalizing the linkage between social work and the liberal arts. Accreditation requirements and their implementation, social work's mission as control of dependency, and outcomes as an organizing principle are discussed. (Author/MLW)

Descriptors: *Accreditation (Institutions); Cooperative Programs; *General Education; Higher Education; Interdisciplinary Approach; *Liberal Arts; *Outcomes of Education; Professional Education; *Social Work; Undergraduate Study

Identifiers: Professional Preparation Network

EJ393710 EC220420

Effects of Participation in an Outdoor Adventure Education Course on the Self-Concept of Hearing-Impaired Individuals.

Luckner, John L.

American Annals of the Deaf, v134 n1 p45-49 Mar 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJDEC89

Ten hearing-impaired college students participated in a 10-day winter outdoor adventure education course. Compared to a control group, participants exhibited improved self-concept after completion of the course. Gains in self-concept were maintained for a 2-month period following the course. (Author/JDD)

Descriptors: *Adventure Education; College Students; *Hearing Impairments; Higher Education; Maintenance; *Outcomes of Education; *Self Concept; Student Experience

EJ396804 HE525894

Generalizability of the Differential Coursework Methodology: Relationships between Self-Reported Coursework and Performance on the ACT-COMP Exam.

Pike, Gary R.; Phillippi, Raymond H.
Research in Higher Education, v30 n3 p245-60 Jun 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB90

Measures of student achievement must be linked to the characteristics of academic programs. The Differential Coursework Patterns Project at Iowa State University was used by the University of Tennessee at Knoxville as a method of linking outcome measures to program data. Results are discussed. (Author/MLW)

Descriptors: *Academic Achievement; College Curriculum; Courses; Discriminant Analysis; *Educational Assessment; Higher Education; *Outcomes of Education; Standardized Tests

Identifiers: *Course Load; Course Selection; Differential Coursework Patterns Project; Iowa State University; Tennessee Higher Education Commission; *University of Tennessee Knoxville

EJ390805 HE525435

"Reductionism" or Invisibility for Nursing?

Conway, Mary E.

Journal of Professional Nursing, v5 n2 p61,112 Mar-Apr 1989

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJOCT89

The reductionist argument against establishing a universal database to document nursing's contributions to patient outcomes is refuted, and the need to make nursing a more visible and valued profession is emphasized. (MSE)

Descriptors: Cost Effectiveness; *Economic Climate; Higher Education; *Nursing Education; *Outcomes of Education; Professional Education; *Professional Recognition

EJ391613 CE520474

Agricultural Education: Value Adding.

Riesenberg, Lou E.; And Others

Agricultural Education Magazine, v62 n1 p4-15 Jul 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJNOV89

This issue develops the theme of "Agricultural Education--Value Adding." The concept value adding has been a staple in the world of agricultural business for describing adding value to a commodity that would profit the producer and the local community. Agricultural education should add value to individuals and society to justify agricultural education as a part of public education. (JOW)

Descriptors: *Agricultural Education; *Agricultural Machinery; Economics; *Educational Benefits; Experiential Learning; *Farm Management; Leadership Training ; *Outcomes of Education; Postsecondary Education; Secondary Education; Student Organizations; *Vocational Education

EJ401758 TM514832

Handicapped Youth and the Outcomes of Their Schooling--Recent Research Advances in the United States.

Allen, Thomas E., Ed.

International Journal of Educational Research, v12 n5 p469-572 1989

Language: English

Document Type: JOURNAL ARTICLE (080); COLLECTION (020); EVALUATIVE REPORT (142)

Journal Announcement: CIJMAY90

Eight essays on effectiveness of education for handicapped youth are presented. Topics include high school seniors with special needs, research methods in special education, employment of graduates and dropouts, career expectations and aspirations, transitional services, reading and mathematics achievement of the hearing impaired, and an Australian perspective on American schooling. (TJH)

Descriptors: Career Awareness; Dropouts; Educational Research; *Educational Trends; Hearing Impairments; High School Graduates; High School Seniors; *Instructional Effectiveness; Mathematics Achievement; *Outcomes of Education; Postsecondary Education; Reading Achievement; *Research Methodology; *Special Education

ED308907 JC890343

Connecticut State Technical Colleges Fact Book, 1988-89.

Jones, Dennis; McCarroll, Judy

Connecticut State Board of Trustees for State Technical Colleges, Hartford.

Jul 1989

89p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Connecticut

Journal Announcement: RIEDEC89

Government: State

Current and historical data on the Connecticut State Technical College System and its five component parts are provided in this report. Section I presents information on headcount and full-time enrollment trends by program and campus; credit and contact hours; student attrition by term; full- and part-time enrollments; and student characteristics (i.e., age, sex, ethnicity, and residence). Section II provides data on class size in lecture and laboratory classes, and a frequency distribution of course sections by class size. Section III offers data on community college faculty by college, ethnic group, sex, rank, and area of technical expertise. Graduation and placement data are presented in section IV, including degrees and certificates awarded, placement by campus, graduate employment patterns, transfer patterns, and companies employing 1988 graduates. Finally, section V presents selected financial data, including a summary of tuition and general fund expenditures, a statement of income and expenses for the educational extension fund, information on the distribution of expenditures, and eight-year comparisons of costs per student per credit per contact hour by college. (JMC)

Descriptors: Class Size; *College Faculty; College Graduates; College Transfer Students; *Educational Finance; *Enrollment; Enrollment Trends; Expenditure per Student; Full Time Equivalency; Income; Job Placement; Minority Groups; *Outcomes of Education; Student Characteristics; *Technical Institutes; Tuition; Two Year Colleges; *Two Year College Students

Identifiers: *Connecticut

ED312791 EA021469

1989 Education Indicators.

Baker, Curtis O., Ed.; And Others

National Center for Education Statistics (ED), Washington, DC.

1989

367p.; For 1988 edition, see ED 301 974.

Report No.: NCES-89-653

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00387-2, $15.00).

EDRS Price - MF01/PC15 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAPR90

Government: Federal

The National Center for Education Statistics (NCES) gathers and produces statistics and other information on the status and progress of education in the United States. In 1989 as in 1988, the center published the "indicators" (key data that measure the health of education, monitor important developments, and show trends in major aspects of education) in three volumes. "The Condition of Education" report encompasses the first two volumes, addressing education at the elementary and secondary levels and at the postsecondary level, respectively. This third volume includes the indicators from both of the earlier volumes, along with all the technical supporting data, supplemental information, and data sources. For elementary and secondary education, data are presented from the most recent (1988) administration of the National Assessment of Educational Progress. These include indicators for student performance; high school completion; economic outcomes; fiscal resources; human resources; student characteristics; learning environment; perceptions of the public concerning the schools and of the teachers concerning student problems and education improvement strategies; and requirements for graduation and for teacher preparation. The section on postsecondary education includes indicators for trends in higher education, degrees conferred, degrees and fields of study categorized by race and ethnicity, economic outcomes, fiscal resources, human resources, and student characteristics. Appended are tables and supplementary notes keyed by number to the indicators, a list of data sources, a glossary, and an index. (KM)

Descriptors: Academic Achievement; Degrees (Academic); *Educational Assessment; Educational Environment; *Educational Resources; Educational Trends; Elementary Secondary Education; Enrollment Influences; Enrollment Trends; Ethnic Groups; Higher Education; High School Graduates; Public Support; *School Demography; *School Statistics; *School Surveys; Student Attitudes; Student Characteristics; Tables (Data); Teacher Attitudes

Identifiers: *Indicators; National Assessment of Educational Progress

EJ399243 HE526037

A Comparison of Deterministic and Probabilistic Approaches to Measuring Learning Structures.

Wilson, Mark

Australian Journal of Education, v33 n2 p127-40 Aug 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJAPR90

Structure of the Observed Learning Outcome (SOLO) science superitems were examined from the perspectives of Guttman Scaling (deterministic) and Item Response Theory (probabilistic). Differences between the measurement bases for the two approaches, and the results for a small case study, are reported. (Author/MLW)

Descriptors: *Cognitive Processes; Comparative Analysis; Data Analysis; Higher Education; *Latent Trait Theory; *Learning Processes; Measurement Techniques; *Outcomes of Education

Identifiers: Guttman Scales; Structure of the Observed Learning Outcome

EJ400548 EA523978

Schooling as Experimentation: A Reappraisal of the Postsecondary Dropout Phenomenon.

Manski, Charles F.

Economics of Education Review, v8 n4 p305-12 1989

Back issues available from Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523.

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAY90

Dropping out from postsecondary schooling is widely considered a social problem. The two kinds of dropout behavior differ, since postsecondary enrollment is voluntary and high school enrollment is compulsory. This statistical study shows that the decision to enroll in college constitutes an experiment that might result in leaving college early. Includes eight references. (MLH)

Descriptors: College Students; *Compulsory Education; *Dropouts; *Outcomes of Education; Postsecondary Education; *Social Problems; Statistical Analysis

ED309808 JC890377

Follow-Up Study of Dietetic Tech Graduates 1986 and 1987 and 1983 and Prior. Volume XVII, Number 4.

Flaherty, Toni
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
1 Mar 1989
52p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJAN90

In spring 1988, a study was conducted at William Rainey Harper College (WRHC), Illinois, to gather follow-up information about graduates of the college's Dietetic Technician program. Questionnaires were mailed to the 16 students who graduated from the program in 1986 and 1987 and to the 76 former students who graduated prior to 1984. Information was requested on the graduates' employment and educational status, salary, experiences in finding their present job, relationship between their job and training, job satisfaction, professional activities, certification status, job duties and assessment of training to perform those duties, and work history. Study findings, based on a 75% response rate from the 1986 and 1987 graduates and a 68% response rate from the prior graduates, included the following: (1) among the pre-1984 graduates, over 75% were currently employed in a field related to dietetic technology and had been employed in those jobs for an average of just under 4 years; (2) of the 1986 and 1987 graduates, all were currently employed and 75% were working in a field related to their training; (3) the major source for finding a job for the 1986 and 1987 graduates was a newspaper ad, while in previous studies, the major placement resource was the coordinator of the Dietetic Technician program; (4) the graduates' salaries tended to be below those of other career alumni, however, all were very satisfied with their jobs; (5) graduates reported that they were very well prepared in the skill areas corresponding to the duties they most frequently performed; and (6) 25% of the recent graduates and 26% of the pre-1984 graduates had continued their education after leaving WRHC. The survey instrument is attached. (AYC)

Descriptors: *Allied Health Occupations Education; College Graduates; Community Colleges; *Dietitians; Graduate Surveys; Job Satisfaction; Job Search Methods; Job Skills; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Salaries; *Student Attitudes; Two Year Colleges; Vocational Followup

ED309811 JC890380
Follow-Up Study of 1988 Dental Hygiene Graduates. Volume XVII, No. 7.
Holt, Marianne; Flaherty, Toni
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
30 May 1989
22p.; For the 1987 follow-up report, see JC 890 375.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJAN90

In 1989, a follow-up study was conducted of the 1988 graduates of William Rainey Harper College's (WRHC's) Dental Hygiene program in order to measure the quality of the program, explore the need for changes, and substantiate the program's goals for accreditation standards. A survey was mailed to all 27 associate degree graduates, requesting information on their current employment and/or enrollment in school, experiences in finding employment, salary and benefits, tasks performed on the job and quality of their preparation for performing them, level of satisfaction with their chosen profession and their WRHC training, and suggestions for improving the quality of the program. Study findings, based on a 74% response rate, included the following: (1) 18 of the 20 respondents were employed in the dental hygiene field, with 13 working full time; (2) 58% were working in a job setting with only one practitioner, while 42% worked with more than one practitioner; (3) the respondents' search for employment typically involved three interviews, with 30% of the respondents using the local newspaper and 25% using WRHC's placement services to find their jobs; (4) only 5% of the graduates found employment through personal contacts, compared with 56% of the 1987 graduates; (5) 90% of the graduates were paid on an hourly basis, with a median wage of approximately $15 per hour; (6) among those employed in the dental hygiene field, 70% were very satisfied with their chosen profession; (7) graduates reported that they were very well prepared in the skill areas they performed most often; and (8) only three graduates were currently working toward an advanced degree, but 75% of the respondents intended to do so eventually. The survey instrument is attached. (ALB)

Descriptors: *Allied Health Occupations Education; College Graduates; Community Colleges; *Dental Hygienists; Graduate Surveys; Job Satisfaction; Job Search Methods; Job Skills; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Salaries; *Student Attitudes; Two Year Colleges; Vocational Followup

Identifiers: *William Rainey Harper College IL

ED311777 HE022816

Behind Outcomes: Contexts and Questions for Assessment.

Hutchings, Pat

Jun 1989

31p.; Paper presented at the American Association of Higher Education Assessment Forum (Atlanta, GA, June 1989).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAR90

Assessment thus far has been shaped primarily by questions about student learning outcomes; however, assessment "behind outcomes" means looking more carefully at the processes and conditions that lead to improved student learning. Nine areas of inquiry for assessment "behind outcomes" are suggested, with appropriate methods for addressing them and resources for further work: (1) What do we know about students who enter our institution? (2) How are course-taking patterns related to outcomes? (3) How do students experience the institution? (4) What is the student's contribution to learning? (5) What do students learn over time in a program of study? (6) How do out-of-class experiences contribute to learning? (7) What are students able to do with what they know? (8) What patterns characterize students' movement through the institution? (9) What judgments can students make about their learning? Six principles of assessment are drawn from these areas and discussed; these principles concern looking beyond outcomes to: college goals and programs; student attitudes and values; the department or program as a context for assessment; communicating and using complex, qualitative information; being governed by what is good for students; and a broader involvement of people across the institution in assessment. (KM)

Descriptors: Behavior Patterns; *College Students; *Educational Assessment; *Educational Quality; Higher Education; *Learning; *Outcomes of Education; *Student Attitudes; Student Behavior; Student Characteristics; Student Experience

ED313074 JC890553

Measures of Progress: Spring 1989 Student Follow-Up. Los Rios Community College District.

Lee, Beth S.

Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.

Oct 1989

65p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; California

Journal Announcement: RIEAPR90

In 1989, the sixth in a series of student follow-up surveys was conducted by the Los Rios Community College District (LRCCD) and its three colleges. Questionnaires were sent to 5,767 former students who had attended a LRCCD college in 1986-87 or 1987-88, requesting information on the attainment of their objectives, primary reasons for not re-enrolling, current educational and employment status, and ratings of LRCCD courses and services. Study findings, based on a 46.4% adjusted response rate, included the following: (1) 77% of the survey respondents had completed an associate degree; (2) 77% of those who had enrolled to earn transfer credit completed general education or interdisciplinary programs, while 63% of those who enrolled to prepare for a new job completed occupational programs; (3) 63% of all respondents indicated that their educational objective had been fully completed, and almost 77% expressed their intention to pursue their objective further; (4) all course characteristics were rated well above average by the respondents, with quality of instruction and instructor interest receiving the highest ratings; and (5) more than 80% of those who enrolled to prepare for a new job, as well as 87% of those who attended to upgrade their job skills, were employed in a field related to their studies at the time of the survey. The survey instrument is appended. (JMC)

Descriptors: College Transfer Students; Community Colleges; Followup Studies; Graduate Surveys; Job Satisfaction; *Outcomes of Education; Participant Satisfaction; Questionnaires; Stopouts; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; Two Year College Students; Vocational Education

ED314126 JC900056

Educational Goal Attainment: A Three-Year Follow-Up Study of Nonreturning 1985-86 JCCC Students.

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

Dec 1989

42p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Kansas

Journal Announcement: RIEMAY90

In 1989, a follow-up study of non-returning students who had attended Johnson County Community College (JCCC) during fall 1985, spring 1986, or summer 1986 was conducted to assess the former students' achievement of their educational goals. A target population of 7,910 long-term leavers was surveyed regarding their opinions and perceptions of their educational experiences, level of satisfaction with JCCC, and future educational plans. Of the 970 survey respondents, 524 had not re-enrolled at JCCC since they attended in 1985-86. Study findings concerning these non-returning students included the following: (1) 63.9% were female, 35.7% were between the ages of 19 and 25, and 95.2% were white; (2) 35.1% were earning between $20,000 and $40,000, 62% were employed full-time, and 36% were very satisfied with their present job; (3) 78.6% had achieved their ultimate educational objective at JCCC, 70% indicated that JCCC had improved the quality of their life, and over 90% said they would recommend JCCC to their friends; (4) 47.7% had attended JCCC one or two semesters only, 50.2% had completed 15 credit hours or less, and 26.1% percent had completed less than six credit hours; (5) 57% indicated that they left JCCC because they had completed all desired course work; (6) 82.9% were satisfied with the quality of instruction, 82.3% were satisfied with facilities and equipment, and 81.1% were satisfied with the scheduling process; and (7) 72.9% were still not enrolled, but 42.6% had plans to enroll again. Data tables and an appendix comprised of the survey instrument, cover letters, an analysis of the representativeness of the survey respondents, and responses to open-ended questions are included. (WJT)

Descriptors: Community Colleges; *Dropouts; *Educational Attainment; Followup Studies; Mail Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; *Student Attitudes; Student Characteristics; *Student Educational Objectives; Two Year Colleges; Two Year College Students; Withdrawal (Education)

EJ397852 FL519634

The Role of Topicalization in Classroom Language Learning.

Slimani, Assia

System, v17 n2 p223-34 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAR90

Results obtained through the implementation of an innovative technique designed to investigate the relationship between classroom interaction and learning outcomes are reported. Topicalization by learners is shown to be influential in accounting for learners' claims about uptake, learners' perceptions about what they have learned, in one instructional setting. (22 references) (Author/VWL)

Descriptors: *Classroom Communication; *Discourse Analysis; Higher Education; Language Research; Language Teachers; Measures (Individuals); *Outcomes of Education; Second Language Instruction; *Second Language Learning; Student Attitudes

Identifiers: *Topicality

ED303215 JC890072
Labette Community College: Analysis of Alumni Survey Results for 1987 and 1988 Graduates.
Usera, John J.
Labette Community Coll., Parsons, KS.
Feb 1989
37p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEJUN89

In fall 1988, a survey was conducted of a sample of 1987 and 1988 graduates of Labette Community College (LCC) to determine their educational experiences, employment status, and satisfaction with the college's programs and services. Questionnaires were mailed to 314 of the 444 students who graduated in 1987 or 1988. Study findings, based on a 33.5% response rate included the following: (1) the majority of the respondents were female, Caucasian, and single or divorced; (2) 43.6% entered LCC several years after high school; (3) respondents attended LCC for an average of 2.28 years; (4) the three major reasons given for attending LCC were availability of a particular course or program, convenient location, and low cost; (5) respondents were satisfied or very satisfied with the faculty, quality of instruction, and the institution in general, and dissatisfied with student housing; (6) 77.4% attended LCC to acquire a job-ready professional skill; (7) though only 13.1% had enrolled at LCC to prepare for transfer, at the time of the survey 30.9% were attending a four-year institution; (8) 55.3% were employed full time; and (9) 43.6% indicated that they had been prepared "very well" for their chosen occupation. The survey instrument and open-ended comments are attached. (AAC)

Descriptors: *College Graduates; College Transfer Students; Community Colleges; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Followup

ED305104 JC890135
First Time Students, Fall 1984. Catonsville Community College.
Linksz, Donna H.
Catonsville Community Coll., Md.
Feb 1989
41p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAUG89

In spring 1988, Catonsville Community College (CCC) participated in a statewide survey of students who first enrolled in a Maryland community college in fall 1984. Questionnaires were mailed to 3,136 CCC students, requesting information on demographics, reasons for attending CCC, levels of satisfaction with their community college experience, and employment and transfer data. Study findings, based on an 18.6% response rate, included the following: (1) survey respondents generally had taken more credits, had higher grade point averages, and were more likely to be degree seekers, female, and white than the CCC student body as a whole; (2) 15% of the CCC survey respondents, 6.2% of all students who entered CCC in 1984, and 6% of all students who entered a Maryland community college in 1984 had received an associate degree by spring 1988; (3) 77% of the survey respondents were employed at the time of the survey, with 59% working in a job related to their CCC major; (4) 37% of the respondents had transferred to another college or university, with 11% of the transfer students having earned a bachelor's degree; and (5) the most highly rated aspect of CCC was the overall quality of instruction, which was rated as "good" or "very good" by 86% of the respondents. Responses to open-ended questions are appended. (AAC)

Descriptors: Associate Degrees; College Transfer Students; Community Colleges; Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; State Surveys; Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
Identifiers: *Maryland

ED306708 EA021216

The Condition of Education, 1989. Volume 2: Postsecondary Education.

Baker, Curtis O., Ed.; Rogers, Gayle Thompson, Ed.

National Center for Education Statistics (ED), Washington, DC.

1989

146p.; For volume 1, dealing with elementary and secondary education, see EA 021 215. For 1988 edition, see ED 294 333.

Report No.: CS-89-651

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (Stock No. 065-000-00378-3; $6.50).

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEOCT89

Government: Federal

Statistical information on educational indicators derived from studies conducted by the National Center for Educational Statistics (NCES) and from other studies and surveys is presented in a chartbook format. This year, the indicators are published in two volumes, one addressing elementary and secondary education, and the other postsecondary education. A third volume, "1989 Education Indicators," includes the text, tables, and graphs from the first two volumes and supplies technical supporting data, supplemental information, and data sources.) Indicators for postsecondary education have been grouped under the headings of outcomes, resources, and context. Outcome indicators include trends in completion (higher education attainment, degress conferred, and fields of study by race, ethnicity, and sex) and economic outcomes (young adult earnings and higher education research and development spending). Resource indicators focus on fiscal resources (college and university revenues and per student expenditures) and human resources (faculty salaries, new doctorates with jobs in education). Context resources focus entirely on student characteristics: enrollments by type and control of institution, selected personal characteristics, and enrollments by age group and ethnicity. Indicators have been added on degrees awarded according to fields of study and gender. Narrative discussions and charts depict each indicator; 19 supporting tables are appended. (MLH)

Descriptors: Academic Achievement; *Educational Assessment; Educational Finance; Educational Quality; *Educational Resources; Ethnic Distribution; *Outcomes of Education; *Postsecondary Education; *School Statistics; *Student Characteristics

Identifiers: *Indicators

ED307949 JC890309
Piedmont Virginia Community College Student Assessment Report. Research Report No. 4-89.
Head, Ronald B.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
Jun 1989
58p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Virginia
Journal Announcement: RIENOV89

Between June 1987 and June 1989, Piedmont Virginia Community College (PVCC) undertook several activities to assess student outcomes in accordance with the college's 1987 plan for student assessment. Specific measures included determining entering student characteristics, college transfer education outcomes, occupational/technical education outcomes, general education outcomes, and developmental education outcomes. Findings of the two-year effort include the following: (1) 18.7% of the fall semester 1988 headcount were first-time students, while 15.8% were transfer students; (2) first-time students, were typically younger and more likely to study full-time than transfer students; (3) PVCC transfer students perform about as well academically as students who started as freshmen at the senior insitutions, earning a grade point average on the whole of 2.8; (4) 73.3% of the students who transferred to a senior institution after completing a two-year program rated the level of their academic preparation as either excellent or good; (5) between 70% and 85% of all graduates in occupational/technical programs found full-time employment in jobs related to their fields of study; (6) 5.5% of the employers of graduates from the 1984-85 and 1985-86 classes rated the occupational/ technical education at PVCC as excellent, while 71.2% rated it as good; (7) most PVCC faculty believed that general education objectives were clearly stated and appropriate to course goals and objectives; and (8) on the average, students enrolled in developmental writing courses made significant progress, while those enrolled in developmental math courses nearly doubled their scores on assessment tests. A timetable for the continued implementation of the PVCC assessment plan is included in the report. (JMC)

Descriptors: *College Transfer Students; Community Colleges; Employer Attitudes; General Education; Graduate Surveys; *Institutional Evaluation; *Outcomes of Education; Remedial Instruction; *Self Evaluation (Groups); *Student Characteristics; Student Evaluation; Two Year Colleges

ED309794 JC890335
Howard Community College Follow-Up of 1984 Entrants. Research Report Number 60.
Seboda, Barbara L.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
May 1989
32p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEJAN90

In spring 1988, a follow-up study was conducted of students who first attended Howard Community College (HCC) in fall 1984. The primary objectives of the survey were to determine the students' educational and career achievements subsequent to attending HCC and to assess the effectiveness of the college from the students' perspective. All other Maryland community colleges fielded the same questionnaire to their students, allowing for comparisons among peer institutions. Questionnaires were mailed to all 1,160 first-time students who entered HCC in fall 1984. From the 800 deliverable questionnaires, 183 usable responses were received, for an adjusted response rate of 23%. Study findings included the following: (1) when asked about the most important reason they attended HCC, 31.8% of the respondents listed "transfer to a four-year institution," 16.2% listed "update skills for current job," 14.5% listed "self-enrichment/courses of interest only," 10.6% listed "prepare for entry into different career," and 7.8% listed "prepare for entry into first career"; (2) 70% of the respondents attended part time; (3) 36.5% of the respondents indicated that their initial educational goal had been to take selected courses, without intending to complete a degree, while 35.4% planned to earn an associate degree; (4) 60.6% indicated that they had been very successful in attaining their goal, and 85.4% felt that the courses they had taken at HCC had helped them achieve their goal; (5) the majority of the respondents gave ratings of "good" or "very good" to their college experiences; (6) almost 45% of the respondents started their current job after leaving HCC; and (7) in comparison with students at peer colleges, more HCC students entered with college degrees, attended part time, and lost some credits in transfer, while fewer HCC students initially set out to earn an associate degree or certificate. Tables, figures, and the survey questionnaire are included. (JMC)

Descriptors: College Transfer Students; Community Colleges; Comparative Analysis Employment Patterns; Followup Studies; *Outcomes of Education; *Participant Satisfaction; Questionnaires; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges

ED314002 HE023113

The Role of the College Institutional Research Office.

Fordyce, Hugh

United Negro College Fund, Inc., New York, N.Y.

Research Report, v13 n1 Nov 1989 Nov 1989

7p.; Revision of paper originally presented at the meeting of the Georgia Association of Collegiate Registrars and Admissions Officers (July 31, 1989).

Available from: United Negro College Fund, Inc., 500 East 62nd St., New York, NY 10021.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; New York

Journal Announcement: RIEMAY90

The paper reviews findings, many of them unexpected, of college institutional research offices and other educational researchers listed under the following headings: the working student, the academic load, economic background, cooperation, cultural literacy, retention, and outcomes assessment. Noted findings include: the student who holds a part-time job generally outperforms the student who does not work; the greater the number of academic hours carried by full time students the better the academic performance; although there is a strong relationship between total family income and student performance on the Scholastic Aptitude Test, students from very well-to-do families tend to perform poorly; cooperative study may be more effective than individual study; basic cultural literacy appears lacking in college freshmen; although only 27% of entering freshmen at public universities have graduated after 4 years, 60% of these students have either graduated or are still enrolled. Institutional researchers are encouraged to develop means of measuring more important student outcomes such as the development of humane values and problem-solving skills. (DB)

Descriptors: Academic Persistence; Cooperation; Credits; Evaluation Methods; Higher Education; *Institutional Research; Knowledge Level; *Outcomes of Education Public Colleges; Research Needs; Socioeconomic Influences; *Student Characteristics ; Student Employment; Student Evaluation

ED314136 JC900068

Follow-Up of 1984 Entrants. Research Report Number 60.

Seboda, Barbara L.

Howard Community Coll., Columbia, Md.

May 1989

32p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEMAY90

Target Audience: Practitioners

In 1988, a follow-up mail survey was conducted of 1984 entrants at Howard Community College (HCC) in Maryland to determine their educational and career achievements subsequent to their community college experience and to assess the effectiveness of the college from the students' perspective. Questionnaires were sent to all 1,160 student who entered HCC for the first time in fall 1984. Usable responses were received from 183 former students, for an adjusted response rate of 23%. Males and minorities were relatively under-represented in the respondent sample. Major survey findings were as follows: (1) 65.3% of the respondents entered HCC with a high school diploma, 9.5% had a college certificate or an associate (AA) degree, 5.9% had a bachelor's degree, and 8.3% had an advanced degree; (2) transfer to a four-year college was reported by almost one-third of the respondents as their most important reason for attending HCC, and a variety of job-related motives accounted for another two-fifths of the respondents; (3) 70% of the survey sample had attended part-time; (4) almost equal percentages listed completing courses (37%) and earning an AA degree (35%) as their initial educational goals; (5) three-fifths indicated that they were very successful in reaching their goal, and two-thirds indicated that the HCC courses were very helpful in achieving that goal; (6) college attributes were rated good to very good by over 75% of the respondents were lab equipment, class scheduling, faculty availability/helpfulness, overall quality of college, and quality of instruction; (7) almost 45% of the respondents started their current job after leaving HCC; and (8) among transfer students, one-fifth had completed a bachelor's degree. The survey instrument is appended. (JMC)

Descriptors: College Transfer Students; Community Colleges; Education Work Relationship; Followup Studies; *Outcomes of Education; *Participant Satisfaction; Questionnaires; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; Two Year College Students

ED314147 JC900082

Performance Profile: Maryland Community Colleges.

Maryland State Board for Community Colleges, Annapolis.

Jan 1990

15p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEMAY90

Government: State

Designed to provide data to the Maryland community colleges for self-improvement and to demonstrate institutional accountability, this performance profile presents longitudinal information on student outcomes by college for alternate years between 1980 and 1988. The following data are presented: (1) percentage of career credit students employed full time in their field of training; (2) percentage of career program graduates rated as good or very good by their employers; (3) percentage of graduates passing the State Nursing Licensing Examination on their first attempt; (4) percentage of transfer credit students who achieved their transfer goal and were in good academic standing at the University of Maryland, College Park; (5) percentage of students rating their transfer preparation as good or very good; and (6) the progress of first-time, full-time students four years after enrolling in a community college. Graphs are included illustrating these data for 1988 graduates by college. Technical notes on the performance profile are also provided. (JMC)

Descriptors: *Academic Achievement; *College Graduates; *College Transfer Students; Community Colleges; Comparative Analysis; Employment Patterns; *Outcomes of Education; Participant Satisfaction; State Surveys; *Student Characteristics; Tables (Data); Two Year Colleges; Vocational Education

Identifiers: *Maryland

ED315107 JC900087
The Pew Charitable Trusts: Center for At Risk Students.
Lieberman, Janet, Ed.
La Guardia Community Coll., Long Island City, N.Y.
The Pew Charitable Trusts Center for At Risk Students Newsletter, v1 Dec 1989.
Dec 1989
12p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PROJECT DESCRIPTION (141); SERIAL (022)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUN90

This newsletter focuses on three activities of LaGuardia Community College: the formation of a Center for At Risk Students; the college's International High School (IHS), a collaborative program that serves high school students who are high-risk because of their limited English proficiency; and "Exploring Transfer," a two-year/four-year college collaborative effort to increase the number of urban and minority transfer students. One of the first activities of the Center for At Risk Students was a survey of 2,300 institutions and schools regarding programs for at-risk students. Responses from 220 institutions with at-risk programs revealed that: (1) 52% of the programs were offered by community colleges, 65% were in urban locations, and 66% had commuter populations; (2) rural institutions received only 64% of the funding per pupil for at-risk programs that urban and suburban institutions received, and public institutions received only 38% of the funding of private institutions; and (3) respondents expressed needs for additional funding, staffing, faculty training, and teaching materials. The section of the newsletter on IHS traces the growth of the school from 56 students in 1985 to 417 students in 1988-89; offers a profile of IHS students and faculty; and explains admissions requirements. In addition, program outcomes are noted including 90% average daily attendance rates, 3.9% dropout rates compared to a citywide average of 30%, a 90% graduation rate, and a 100% college acceptance rate. The final section of the newsletter describes "Exploring Transfer." The aim of the program is to forge new connections between public and private educational institutions, between two- and four-year colleges, among faculties in different disciplines, and between previous experiences and future possibilities. Thus far, the program has achieved its primary objective of increasing transfer rates, with at least 70% of the first cohort transferring. (JMC)

Descriptors: Articulation (Education); *College School Cooperation; *College Transfer Students; Community Colleges; *English (Second Language); *High Risk Students; High Schools; Limited English Speaking; National Surveys; *Outcomes of Education; Remedial Programs; *School Holding Power; Student Characteristics; Two Year Colleges; Two Year College Students

EJ390982 JC505068
Student Goal Analysis for Accountability and Marketing.
Clagett, Craig A.
Community College Review, v16 n4 p38-41 Spr 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT89

Draws from a survey of student educational objectives conducted at Prince George's Community College during registration to present a typology of student goals. Defines five types of students: job seekers, job upgraders, transfer preparers, enrichers, and explorers. Discusses implications for marketing. (DMM)

Descriptors: Academic Aspiration; Accountability; College Transfer Students; Community Colleges; Job Training; Lifelong Learning; Marketing; *Outcomes of Education; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

Identifiers: *Prince Georges Community College MD

EJ400042 CE521002

The Facts about Private Career Schools.

Lee, John

Career Training, v6 n2 p22-26 Dec 1989

Available from NATTS, 2251 Wisconsin Avenue, NW, Suite 200, Washington, DC 20007.

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJMAY90

The purpose of this article is to improve understanding of private career schools and the role they play in the economy. It includes statistics about enrollment, graduation, and job placement rates and student characteristics. (JOW)

Descriptors: *Enrollment Rate; Job Placement; *Outcomes of Education; Postsecondary Education; *Proprietary Schools; *Student Characteristics; *Student Financial Aid; *Vocational Education

375

ED311772# HE022764

Student Services. A Handbook for the Profession. Second Edition.

Delworth, Ursula; And Others

1989

670p.

Report No.: ISBN-1-55542-148-2

Available from: Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($32.95).

Document Not Available from EDRS.

Language: English

Document Type: BOOK (010)

Geographic Source: U.S.; California

Journal Announcement: RIEMAR90

Updated information is presented on various student services to provide student service professionals with ideas for successfully planning, coordinating, delivering, and evaluating student services programs. Six sections contain 24 chapters as follows: (1) professional roots and commitments--"Historical Foundations of Student Services (R. Fenske); "Evolution of the Student Services Profession" (R. Fenske); "Guiding Standards and Principles (H. Canon); "Legal Issues Confronting Student Affairs Practice" (M. Barr); (2) theoretical bases of the profession--"Student Development" (R. Rodgers); "Interaction of Students and Campus" (L. Huebner); "Organizational Concepts and Influences" (G. Kuh); (3) roles and models for practice--"Designing and Managing Programs: The Administrator Role" (D. Ambler); "Guiding, Supporting, and Advising Students: The Counselor Role" (L. Forrest); "Fostering Intellectual and Personal Growth: The Student Development Role" (R. Brown); "Creating a Climate for Successful Student Development: The Campus Ecology Manager Role" (J. Banning); (4) essential competencies and techniques--"Assessment and Evaluation" (O. Lenning); "Teaching and Training" (H. Fried); "Counseling and Advising" (R. Winston); "Consultation" (J. Gallessich); "Program Development" (W. Morrill); (5) organizing and managing programs and services--"Issues Influencing the Organization of Student Affairs" (A. Sandeen); "Planning and Budgeting" (J. Schuh and S. Rickard); "Managing Data and Information Resources" (D. Kalsbeek); "Using Information Systems for Decision Making and Planning" (D. Madison, L. Benedict, W. Weitzer); "Enhancing Staff Knowledge and Skills" (J. Dalton); and (6) emerging roles and opportunities--"Current Challenges: Maintaining Quality Amid Increasing Student Diversity" (R. Fenske and M. Hughes); "New Opportunities: How Student Affairs Can Contribute to Outcomes Assessment" (T. Erwin); and "Future Directions: A Vision of Student Services in the 1990s" (U. Delworth and G. Hanson). (SM)

Descriptors: Administrators; College Students; Educational Assessment; Faculty Advisers; Guidance Programs; Higher Education; Information Systems; *Outcomes of Education; Planning; School Counseling; Staff Development; Student College Relationship; *Student Development; *Student Personnel Services; *Student Personnel Workers

ED311841 HE022942

Students and Learning at the University of Arizona: Annual Report to the Associate Vice President of the Center for Research on Undergraduate Education.

Dinham, Sarah M.
Arizona Univ., Tucson. Center for Research on Undergraduate Education.
May 1989
18p.; For a related document, see HE 022 941.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEMAR90

The University of Arizona's (UA) Assessment Plan was established in the spring of 1987 when a Task Force of 20 presented a report on assessment of undergraduate education. The Task Force's underlying assessment principles include faculty leadership, multidimensional view of quality, multiple methods of assessment, multiple sources of information, and use of existing data where possible. A conceptualization of the Arizona Model guided the Task Force's design of the UA assessment program. The Task Force recommended and implemented establishment of a Center for Research on Undergraduate Education as the coordinating office for assessment efforts. Four sections are as follows: summary of the UA assessment plan; implementation during 1988-1989 (current, ongoing assessment efforts, incorporating assessment into ongoing department activity, assessment of general education, studies of students' experiences and achievements at UA, and the UA as a model for other research universities); outcomes of projects/studies undertaken during 1988-1989 (students, teaching, learning, and educational outcomes); and plans for 1989-1990 (faculty and staff involvement, studies of students' experiences and achievements, and assessing minority recruitment and retention). Three illustrations are appended (a sample letter of a freshman writing to a friend, a sample letter of a senior writing home, and some outcomes of college education). (SM)

Descriptors: Academic Achievement; College Faculty; College Students; *Educational Assessment; *Educational Quality; Excellence in Education; Higher Education; Minority Groups; *Outcomes of Education; Recruitment; School Holding Power; *State Universities; *Student Experience; Undergraduate Study

Identifiers: *University of Arizona

EJ387438 HE525168

College Outcomes and Student Development: Filling the Gaps.

Stage, Frances K.

Review of Higher Education, v12 n3 p293-304 Spr 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJAUG89

Current research and literature--most either psychological or sociological--on the college student is discussed. The monocultural focus of most research and the lack of process models to guide implementation of theory are described. (Author/MLW)

Descriptors: *College Attendance; *College Students; Cultural Influences; Higher Education; Models; *Outcomes of Education; Psychological Studies; *Research; Social Science Research; Sociology; *Student Development

EJ395304 HE525663

Outcomes Assessment: Past, Present and Future.

Julian, Frank

Campus Activities Programming, v22 n2 p38-42 Sum 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJAN90

New federal regulations that require all regional accrediting agencies to "place greater emphasis on the consistent assessment of student achievement as a principle element in the accreditation process" will have a large impact on student development professionals. Measuring student development outcomes is discussed. (MLW)

Descriptors: Accreditation (Institutions); *Educational Assessment; Educational Quality; Futures (of Society); Higher Education; *Outcomes of Education; *Student Development

ED306990 JC890236

A Goal Typology for Student Outcomes Assessment.

Clagett, Craig A.

12 May 1989

17p.; Paper presented at the spring conference of the Maryland Community College Research Group (May 12, 1989).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEOCT89

Target Audience: Practitioners

In fall 1985, Prince George's Community College (PGCC) added two questions to its registration form to gather information about student goals. The questions asked for the student's primary reason for attending the college (e.g., prepare for new job/career, update skills for current job/career, prepare for transfer, explore academic or occupational areas, or personal enrichment) and his/her immediate educational goal (e.g., associate degree, occupational certificate, or courses only). The college's total credit and noncredit headcount was segmented into five groups defined by their primary goal in attending college. The groups were: (1) job seekers, who made up 20% of the total student body and who were enrolled both in highly structured curricula, such as nursing, and in computer programming and word processing courses; (2) job upgraders, making up 18% of the student population, who were mainly adults employed during the day and enrolled part-time in evening, credit or noncredit classes; (3) transfer preparers, who represented 19% of the students and who included recent high school graduates, aspiring working adults, and students enrolled in vocational curricula; (4) personal enrichers, comprising 30% of the total enrollment, who took mostly noncredit courses or credit courses in art, music, or physical education; and (5) explorers, who constituted 13% of PGCC's headcount and who most frequently selected general studies courses to explore their educational or career goals. This breakdown of student goals has applications for marketing efforts and helps explain why PGCC, which serves nearly 38,000 students per year in credit and noncredit courses, only produces 1,000 graduates per year. (AYC)

Descriptors: College Graduates; Community Colleges; Educational Attitudes; Marketing; *Outcomes of Education; Self Evaluation (Groups); *Student Educational Objectives; *Student Evaluation; Two Year Colleges; Vocational Education

EJ386646 CE520177

Educational Outcomes for Students in Cooperative Education.

Dawson, J. Dudley

Journal of Cooperative Education, v25 n2 p6-13 Win 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJAUG89

Discusses the operational features of cooperative education that have to do with educational outcomes for students. Addresses the relationship of the educational process to recognized philosophic concepts of learning and knowledge. (JOW)

Descriptors: *Cooperative Education; Educational Philosophy; Job Placement; Orientation; *Outcomes of Education; Postsecondary Education; *Student Evaluation

EJ389112 HE525260

Administrative Acquiescence in Assessment.

Benjamin, Ernest

AGB Reports, v31 n2 p12,14-15 Mar-Apr 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142); POSITION PAPER (120)

Journal Announcement: CIJSEP89

The danger of using student performance as a basis for budgeting and program accountability is that it promises accountability through simple measurement of complex realities, with qualitative measures overwhelming less precise qualitative measures. (MSE)

Descriptors: *Accountability; *Administrator Responsibility; Budgeting; College Administration; *Educational Assessment; Educational Improvement; Higher Education Information Utilization; Program Development; *Student Evaluation

EJ389113 HE525261

Not Acquiescence, Affirmation.

Enteman, Willard F.

AGB Reports, v31 n2 p13,15-17 Mar-Apr 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)

Journal Announcement: CIJSEP89

An article condemning the use of student performance data for institutional accountability is criticized for its generalizations and for perpetuating a class war between faculty and administration. (MSE)

Descriptors: *Accountability; Administrator Role; College Administration; *Educational Assessment; Higher Education; *Information Utilization; *Student Evaluation; Teacher Administrator Relationship

EJ396750 HE525840

Student Performance in Business Administration: A Comparative Analysis.

Chansarkar, B. A.

Assessment and Evaluation in Higher Education, v14 n2 p106-16 Sum 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJFEB90

A trend among European business administration courses to collaborate on a joint degree basis with other institutions in Europe is discussed. The performance of students from England, France and Germany on a common business administration course was examined. The German students performed better than both the British and French students. (Author/MLW)

Descriptors: Academic Achievement; *Business Administration; *College Students; Comparative Analysis; Cooperative Programs; *Educational Assessment; Foreign Countries; Higher Education; *Student Evaluation

Identifiers: England; France; West Germany

EJ392503   JC505103

A Tracking Scheme for Basic Skills Intake Assessment.

Voorhees, Richard A.; Hart, Sharon

New Directions for Community Colleges, v17 n2 p31-38 Sum 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); RESEARCH REPORT (143)

Journal Announcement: CIJNOV89

Provides an overview of the construction of a longitudinal tracking system that can be used to address questions of institutional effectiveness. Considers the efficacy and logistics of using data from assessment with longitudinal data to permit long-term tracking of students. (DMM)

Descriptors: Community Colleges; Databases; Institutional Research; Longitudinal Studies; *Outcomes of Education; Student Evaluation; Student Placement; Two Year Colleges

Identifiers: *Student Information System

EJ400901 HE526183

Assessment Activities at Large, Research Universities.

Ory, John C.; Parker, Stephanie A.

Research in Higher Education, v30 n4 p375-85 Aug 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAY90

A telephone survey was conducted to discover what colleges and universities were doing and calling assessment. Results indicated limited university involvement in activities commonly associated with the current assessment movement (measures of added value or student progress and growth). Reported activities were testing and evaluation. (Author/MLW)

Descriptors: *Educational Assessment; *Educational Research; Higher Education; *Outcomes of Education; *Research Universities; *Student Evaluation; Student Evaluation of Teacher Performance; Surveys

ED303221 JC890078

Report on the Results of the 1988 Survey of Former Biomedical Engineering Technology Students. Research Report Number 56.

Livieratos, Barbara B.

Howard Community Coll., Columbia, MD. Office of Research and Planning.

Jan 1989

13p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEJUN89

In spring 1988, a telephone survey was conducted of students who had been enrolled in Howard Community College's (HCC's) Biomedical Engineering Technology (BMET) program between 1972 and 1987. The study sought to gather information for future student recruitment and program planning efforts. Responses were obtained from 43 (35%) of a potential pool of 124 former BMET students. Study findings included the following: (1) 93% of the respondents were employed full time, and, of these, 82% were working in jobs related to BMET; (2) 43% began their first job while enrolled at HCC, 28% found their jobs within 5 weeks of leaving school, and 29% took 8 weeks or longer to find their first job; (3) 21% found out about their jobs through friends or relatives; (4) 60% had starting salaries of $16,000 or more in their first BMET job, and, at the time of the survey, 54% were earning $26,000 or more; (5) 72% of the respondents had no electronics background before entering the BMET program; (6) 12% had been enrolled in high school vocational or technical programs; (7) HCC's location was the most important draw for many of the students; (8) 88% described the BMET program as excellent (37%) or good (51%); and (9) 90% said that HCC's training was adequate to prepare them for their job. (AJL)

Descriptors: *Biomedicine; College Choice; *Employment Patterns; *Engineering Technology; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Salaries; Student Attitudes; *Technical Education; Two Year Colleges; Vocational Followup

Identifiers: *Biomedical Engineering Technology

EJ399249 HE526043

Quantitative Studies of Student Self-Assessment in Higher Education: A Critical Analysis of Findings.

Boud, David; Falchikov, Nancy

Higher Education, v18 n5 p529-49 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAPR90

The comparison of student-generated marks with those generated by teachers is discussed. Studies including such comparisons in the context of higher education courses are reviewed. Methodological issues in studies of this type are discussed and recommendations concerning the analysis are offered. (Author/MLW)

Descriptors: *College Students; *Comparative Analysis; *Educational Assessment; Futures (of Society); Higher Education; *Self Evaluation (Individuals); Sex Differences; *Student Evaluation

Identifiers: ERIC; Psychological Abstracts; Sociological Abstracts

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July 1991

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COLLEGE OUTCOMES AND ASSESSMENT: A SELECT BIBLIOGRAPHY

4th Edition

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When citing references from an ERIC search, please include the ED number to simplify access by others.

EJ417330 SE546913

ACS Starts Approval Service for Technician Programs.

Borman, Stu

Chemical and Engineering News, v68 n45 p34 Nov 5 1990
Report No: ISSN-0009-2347
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); STATISTICAL MATERIAL (110); RESEARCH REPORT (143)
Journal Announcement: CIJMAR91
Target Audience: Researchers; Policymakers

Announced is an approval service for associate degree programs in chemical technology at two-year colleges. Features of the program and ways that institutions may become involved in the program are discussed. (CW) Descriptors: *Associate Degrees; *Chemistry; *College Science; Educational Assessment; Higher Education; *Program Descriptions; *Program Evaluation; Science Education; *Technical Education; Technology; Two Year Colleges

EJ416828 HE527376

Watching Assessment: Questions, Stories, Prospects.

Hutchings, Pat; Marchese, Ted

Change, v22 n5 p12-38 Sep-Oct 1990
Report No: ISSN-0009-1383
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142); POSITION PAPER (120)
Journal Announcement: CIJMAR91

The complex assessment movement in higher education is examined from the perspectives of how it is being implemented on four university campuses (University of Virginia, University of Connecticut, University of Tennessee at Knoxville, and King's College, Pennsylvania) and what its prospects are for a lasting effect on undergraduate study. (MSE)

Descriptors: *Educational Quality; Educational Trends; Higher Education; *Outcomes of Education; Program Descriptions; *Program Evaluation; Trend Analysis; *Undergraduate Study
Identifiers: Kings College PA; *Outcomes Assessment; University of Connecticut; University of Tennessee Knoxville; University of Virginia

EJ416825 HE527373
Organizing for Assessment.
Nichols, James O.; Wolff, Lori A.
New Directions for Institutional Research, (No. 66 Organizing Effective Institutional Research Offices) v17 n2 p81-92 Sum 1990
Report No: ISSN-0271-0579
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055) Journal Announcement: CIJMAR91

The movement most likely to affect institutional research in the immediate future is implementation of outcomes assessment across the country. This represents a substantive and apparently permanent addition to the inventory of services provided to the higher education community by institutional research. (MSE)

Descriptors: *Administrative Organization; Educational Trends; Evaluation Criteria; *Evaluation Methods; Higher Education; *Institutional Research; *Outcomes of Education; *Program Administration; Program Evaluation; Trend Analysis
Identifiers: *Outcomes Assessment

EJ416800 HE527348

Students Who Competed in College Sports Fare Better in Job Market than Those Who Didn't, Report Says.

Lederman, Douglas

Chronicle of Higher Education, v37 n4 pA47-48 Sep 26 1990 Report No: ISSN-0009-5982

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR91

A new study based on data from a national longitudinal study reveal that, although former students who competed in college athletics are doing better economically by age 32 than those who did not, the education the athletes received is of questionable quality. Some criticize the study's methodology and conclusions. (MSE)

Descriptors: *Academic Achievement; *Athletes; *College Athletics; Comparative Analysis; *Employment Patterns; *Employment Potential; Higher Education; Longitudinal Studies; National Surveys; *Outcomes of Education; Research Methodology

Identifiers: *National Longitudinal Study High School Class 1972

EJ416783 HE527331
Problem-Based Learning: Does It Make a Difference?
Ferrier, Barbara M.
Journal of Dental Education, v54 n9 p550-51 Sep 1990
Report No: ISSN-0739-3180
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJMAR91

Although it is not clear how important undergraduate professional education is in final practice behavior of the health professional, it is probable that graduates of problem-based curricula will be more effective continuing learners and therefore better practitioners because of a more positive feeling about learning and acquisition of self-directed learning skills. (MSE) Descriptors: Curriculum Design; *Dental Schools; Dentists; Educational Strategies; Higher Education; *Instructional Effectiveness; *Outcomes of Education; *Problem Solving; Professional Education

EJ416752 HE527300

An Assessment of an Oral Examination Format for Evaluating Clinical Competence in Emergency Medicine.

Solomon, David J.; And Others

Academic Medicine, v65 n9 suppl pS43-44 Sep 1990

Report No: ISSN-0022-2577

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); CONFERENCE PAPER (150); RESEARCH REPORT (143)

Journal Announcement: CIJMAR91

In July 1989 the American Board of Emergency Medicine conducted a field test of the oral recertification examination process. Sixteen examiners and 25 examinees participated in the field test. The examination included 3 chart-stimulated recall and 3 simulated-patient encounter cases. (MLW)

Descriptors: *Certification; *Clinical Diagnosis; Clinical Experience; Competence; Educational Assessment; Higher Education; *Simulation; *Student Evaluation

Identifiers: American Board of Emergency Medicine; *Emergency Medical Services; *Oral Examinations

EJ416634 EC231962

Postsecondary Experiences of Young Adults with Severe Physical Disabilities. Liebert, Diane; And Others

Exceptional Children, v57 n1 p56-63 Sep 1990

Report No: ISSN-0014-4029

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAR91

Target Audience: Practitioners; Policymakers

The educational, employment, and community adjustment outcomes of 106 special school graduates with severe physical disabilities were examined. Most graduates continued with college or training programs. Many expressed the need for more intensive guidance counseling, additional job skill training, more help with transportation, and more access to social and recreational programs. (JDD)

Descriptors: High Schools; *Needs Assessment; *Normalization (Handicapped); *Outcomes of Education; *Physical Disabilities; Postsecondary Education; *Severe Disabilities; Social Adjustment; *Vocational Adjustment; Young Adults

EJ416481 EA524846

Earnings and Education in Ecuador: Evidence from the 1987 Household Survey. Gomez-Castellanos, Luisa; Psacharopoulos, George

Economics of Education Review, v9 n3 p219-27 1990

Back issues from Volume 3 onward are available from Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, NY 10523.

Report No: ISSN-0272-7757

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAR91

Uses data from the 1987 Household Survey to explore the relationship between educating and earnings in Ecuador. Results indicate a sharp difference in the premium associated with higher education between males and females (favoring males). Those with primary education are rewarded relatively more in the public than the private sector. Includes 14 references. (MLH) Descriptors: *Educational Attainment; *Educational Benefits; *Educational Economics; *Education Work Relationship; Elementary Secondary Education; Higher Education; *Outcomes of Education; *Salary Wage Differentials Identifiers: *Ecuador

EJ416192 CG538182

Career Experiences of Bachelor's Degree Recipients: Comparison of Psychology and Other Majors.

Littlepage, Glenn; And Others

Journal of Employment Counseling, v27 n2 p50-59 Jun 1990 Report No: ISSN-0022-0787
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR91

Compared career experiences of psychology majors (N=50) with those of persons majoring in liberal arts (N=48), the sciences (N=58), and business (N=48). Results indicated psychology majors were similar to liberal arts majors in terms of salary, relationship of major to work, and relevance of major to job experience. (Author/TE)

Descriptors: Business Education; Career Choice; *College Graduates; *Education Work Relationship; Employment Experience; Employment Level; Higher Education; Liberal Arts; *Majors (Students); Occupations; *Outcomes of Education; *Psychologists; Quality of Working Life; Sciences

EJ416069 CE521950

Education and Addiction...Is There a Connection?

Neri, Ernest P.

Adult Learning, v2 n3 p23-26 Nov 1990
Report No: ISSN-1045-1595
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120) Journal Announcement: CIJMAR91

The drug addicted population is largely literate, but a low number seek education beyond high school. Education that emphasizes life not as a series of goals to be achieved but as a process of continual growth and evolution would be more effective in combating drug abuse and other forms of addiction. (SK)

Descriptors: Adult Education; *Drug Addiction; *Goal Orientation; Individual Development; *Lifelong Learning; Literacy; *Outcomes of Education; Postsecondary Education

EJ415886 TM515337

The Literature of Direct Writing Assessment: Major Concerns and Prevailing Trends.

Huot, Brian

Review of Educational Research, v60 n2 p237-63 Sum 1990 Report No: ISSN-0034-6543

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); EVALUATIVE REPORT (142)

Journal Announcement: CIJFEB91

Researchers' interests in direct-writing assessment are traced, and conclusions are drawn about how far such research has come in the last 15 years. Focus is on the concerns evident in the bulk of the work done on writing assessment and on the direction in which writing assessment is moving. (SLD) Descriptors: Educational Assessment; *Educational Research; Higher Education; Literature Reviews; *Research Needs; Research Reports; *Trend Analysis; Writing Achievement; *Writing Evaluation

Identifiers: *Direct Writing Assessment

EJ415745 SO521235

Quilt Making in Art Education: Toward a Participatory Curriculum Metaphor. Ettinger, Linda F.; Hoffman, Elizabeth

Art Education, v43 n4 p40-47 Jul 1990

Report No: ISSN-0004-3125

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052) Journal Announcement: CIJFEB91

Examines a curriculum experiment in a university art education course titled "Women and Their Art." Explores how classroom dynamics and educational outcomes were affected by the introduction of a quilt-making project. Addresses the historical functions of quilts and the evolution of a participatory curriculum. (KM)

Descriptors: *Art Education; Art History; Classroom Communication; College Students; *Curriculum Development; Females; *Handicrafts; Higher Education; *Outcomes of Education; Social History; Teaching Methods; *Womens Studies Identifiers: Participatory Curriculum; *Quilting

EJ415511 SE546576

Laboratory Practical Exams in the Biochemistry Lab Course. Robyt, John F.; White, Bernard J.

Journal of Chemical Education, v67 n7 p600-01 Jul 1990

Report No: ISSN-0021-9584

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055) Journal Announcement: CIJFEB91

Target Audience: Teachers; Researchers; Practitioners

Described are the composition, design, administration, and evaluation of practical examinations. A table of the composition of biochemical unknowns for analysis in practical examinations is included. (CW)

Descriptors: *Biochemistry; Chemical Analysis; Chemistry; *College Science; *Educational Assessment; *Experiential Learning; Higher Education; *Laboratory Procedures; Process Education; Science Education; *Science Tests Identifiers: *Practical Examinations

EJ414690 CS740470
Language and Reality in Writing Assessment.
White, Edward M.
College Composition and Communication, v41 n2 p187-200 May 1990
Report No: ISSN-0010-096X
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120) Journal Announcement: CIJFEB91

Identifies problems inherent in writing assessment. Suggests that the measurement of minority students' test results can pose difficulties. Cites the practical impossibility of finding objectively true answers to some questions and of making value-free assessments of what students learn. Highlights conflicting views of writing teachers and writing assessment theorists. (SG)

Descriptors: *Educational Assessment; Higher Education; Minority Groups; *Testing Problems; *Theory Practice Relationship; Writing (Composition); *Writing Achievement; *Writing Evaluation; *Writing Skills; Writing Teachers

EJ413955 SE546519
Classroom Research.
Van Den Brink, Jan
For the Learning of Mathematics--An International Journal of Mathematics Education, v10 n1 p35-38 Feb 1990
Report No: ISSN-0228-0671
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN91
Target Audience: Researchers

Discussed are research methods as applied to research in the mathematics classroom. Included in the discussion are objectivity, development, evaluation, observation, reflection, research design and methods, and data reduction. (CW)

Descriptors: *College Mathematics; Educational Assessment; Elementary School Mathematics; Elementary Secondary Education; *Field Studies; Higher Education; Mathematics Education; *Research Design; *Research Methodology; *Research Problems; Secondary School Mathematics
Identifiers: *Mathematics Education Research

EJ413869 RC507932

Inservice Teachers Expand Their Cultural Knowledge and Approaches through Practica in American Indian Communities.

Mahan, James M.; Rains, Frances V.

Journal of American Indian Education, v29 n2 p11-24 Jan 1990 Report No: ISSN-0021-8731

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Journal Announcement: CIJJAN91

Reports survey responses of 45 teachers who participated in a cultural immersion practicum on the Navajo Reservation. Describes personal attitude and behavior changes and professional changes resulting from the experience. Provides details on this Indiana University summer practicum program, and tabulations of item responses. (SV)

Descriptors: American Indian Culture; American Indian Reservations; *Attitude Change; Behavior Change; Followup Studies; Higher Education; Inservice Teacher Education; *Multicultural Education; Outcomes of Education; *Practicums; *Teacher Attitudes; *Teacher Behavior

Identifiers: Cultural Experience; *Cultural Immersion; Indiana University

EJ413567 HE527158

Assessment's Next Wave.

Smittle, Pat

College Board Review, n156 p22-27 Sum 1990

Report No: ISSN-0010-0951

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJAN91

Santa Fe Community College (Florida) has used computerized adaptive testing with students placed in developmental reading, writing, and mathematics courses. Computerized adaptive testing utilizes the capabilities of microcomputers to adapt examinations to the abilities of individual students, may be less threatening to students, is preferred by students, and is efficient. (Author/MLW)

Descriptors: Community Colleges; *Computer Assisted Testing; Developmental Studies Programs; *Educational Assessment; Educationally Disadvantaged; Futures (of Society); Higher Education; High Risk Students; Remedial Programs; *Special Needs Students; *Student Placement

Identifiers: Santa Fe Community College FL

EJ413553 HE527144
Strategy and Performance in Cooperative Education Programs. Buller, Paul F.; Stull, William A.
Research in Higher Education, v31 n3 p257-70 Jun 1990
Report No: ISSN-0361-0365
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN91

This study examined the nature of strategic planning practices and their performance effects in 285 cooperative education programs in institutions of higher education. An examination of performance effects using Porter's (1980) typology indicated that different strategies were associated with different program outcomes. (Author/MLW)

Descriptors: *Cooperative Education; Higher Education; *Outcomes of Education; *Performance; *Planning; *Program Development; Surveys; *Work Experience Programs
Identifiers: *Strategic Planning

EJ413526 HE527116

Individual Study Orchestrations and Their Association with Learning Outcome. Meyer, J. H. F.; And Others

Higher Education, v20 n1 p67-89 Jul 1990

Report No: ISSN-0018-1560

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJAN91

Research on student learning was synthesized to establish the association between context-dependent study "orchestrations" and learning outcome, and between "deep" perceptions of learning context and learning outcome. It was concluded that academic success is associated with well-defined meaning orchestration and a holistic perception of learning context. (Author/MLW) Descriptors: Academic Achievement; College Students; Higher Education; *Learning Activities; *Learning Processes; *Outcomes of Education; Student Characteristics; *Study

EJ413481 HE527071

The Effects of Assessment on Minority Participation and Achievement in Higher Education.

McTarnaghan, Roy E.

New Directions for Institutional Research, No. 65 (The Effect of Assessment on Minority Student Participation) v17 n1 p77-82 Spr 1990

Report No: ISSN-0271-0579

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJAN91

Experience with student outcomes assessment in the Florida state university system suggests that precollegiate interventions, including raising admission and retention standards, can improve minority success in college. The more demanding policies have focused on the skill levels needed for academic success and on the need for college-preparatory counseling. (Author/MSE) Descriptors: *Academic Achievement; Academic Persistence; *Admission Criteria; *College Preparation; College Students; Counseling Services; Higher Education; *Minority Groups; Outcomes of Education; School Holding Power; Scores; Standardized Tests; *State Universities; Statewide Planning; Student Evaluation; *Student Participation

Identifiers: *State University System of Florida

EJ413480 HE527070

Assessing Program Effectiveness in an Institution with a Diverse Student Body.

Garcia, Mildred

New Directions for Institutional Research, No. 65 (The Effect of Assessment on Minority Student Participation) v17 n1 p69-76 Spr 1990
Report No: ISSN-0271-0579
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN91

Montclair State College (New Jersey) is typical of many smaller public campuses that must respond to state mandates for student outcomes assessment, particularly in a community with changing demographics. Montclair's experience suggests lessons for other to ensure fairness for minority students. (Author/MSE)

Descriptors: Case Studies; College Students; Evaluation Criteria; Higher Education; *Minority Groups; *Outcomes of Education; *Program Evaluation; Small Colleges; State Colleges; *Student Evaluation; *Student Participation Identifiers: *Montclair State College NJ

EJ413464 HE527054
Assessing and Improving Students' Learning Strategies.
Pintrich, Paul R.; Johnson, Glenn Ross
New Directions for Teaching and Learning, (The Changing Face of College Teaching) n42 p83-92 Sum 1990
Report No: ISSN-0271-0633
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN91

These authors describe how current cognitive theory has produced two instruments for instructors to use in determining the skill levels and study strategies that dominate their students' approaches to classroom materials. The two instruments are the Learning and Study Strategies Inventory (LASSI) and the Motivated Strategies for Learning Questionnaire (MSLQ). (Author/MLW) Descriptors: Classroom Techniques; Cognitive Processes; *Cognitive Style; *College Instruction; *College Students; *Educational Assessment; Educational Change; Higher Education; Intervention; *Learning Strategies; Student Motivation

Identifiers: University of Michigan; University of Texas Austin

EJ413463 HE527053

Classroom Assessment: Improving Learning Quality Where It Matters Most. Angelo, Thomas A.

New Directions for Teaching and Learning, (The Changing Face of College Teaching) n42 p71-82 Sum 1990
Report No: ISSN-0271-0633
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN91

Adopting an inquiry approach to teaching by learning the techniques of classroom assessment can give an instructor a much clearer picture of how his teaching affects student learning. This chapter describes the approach and how it is being used in a variety of classrooms. (Author/MLW)

Descriptors: *Classroom Research; *Classroom Techniques; College Faculty; College Instruction; College Students; *Educational Assessment; Educational Change; *Educational Quality; Higher Education; Inquiry; *Learning Processes; Questionnaires; Student Evaluation; Testing
Identifiers: Classroom Assessment

EJ413216 EC231070

Adult Outcome of Learning Disabled Students Ten Years after Initial Follow-Up.

Rogan, Laura L.; Hartman, Lenore D.

Learning Disabilities Focus, v5 n2 p91-102 Spr 1990
Report No: ISSN-0892-5011
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN91

Followup of 68 learning-disabled students is reported including information on educational and technical-vocational experiences, employment and marital status, children, level of independence, and subjective feelings of satisfaction or dissatisfaction. Outcomes were favorable for most in the college graduate and high school graduate group and mixed in the special education group. (Author/DB)

Descriptors: Adults; College Graduates; Followup Studies; Higher Education; High School Graduates; *Learning Disabilities; *Outcomes of Education; Postsecondary Education; *Quality of Life; Special Education; Success

420

EJ413213 EC231067

An Overview of the Special Topical Issue on Adults with Learning Disabilities.

Vogel, Susan A.

Learning Disabilities Focus, v5 n2 p67-68 Spr 1990

Report No: ISSN-0892-5011

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120) Journal Announcement: CIJJAN91

The overview to the special issue on adults with learning disabilities introduces the five articles and notes the trend during the 1980s of increasing understanding of learning-disabled adults. Articles address postsecondary education, eligibility for services, adult outcomes, spelling, and the Woodcock-Johnson Psycho-Educational battery. (DB)

Descriptors: *Adults; Eligibility; *Learning Disabilities; Measures (Individuals); Outcomes of Education; Postsecondary Education; Spelling

EJ412706 CE521771

Outcomes of a Vocational Program Designed for Students with Mild Disabilities: The Pierce County Vocational/Special Education Cooperative.

Gill, Doug; Edgar, Eugene

Journal for Vocational Special Needs Education, v12 n3 p17-22 Spr 1990

Report No: ISSN-0195-7597

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJAN91

An overview of the Pierce County Vocational/Special Education Cooperative is presented along with data on the employment level, quality of employment, and attendance in postsecondary education settings of graduates of this program (N=120), a preintervention group (N=120), and a comparison cohort (N=564). Significant differences are noted in favor of the intervention group. (Author) Descriptors: *Cooperative Programs; Employment Level; *Mild Disabilities; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; *Special Education; *Vocational Education

Identifiers: Graduate Followup; *Washington (Pierce County)

EJ412695 CE521760

The Evolving Political Economy of Education and the Implications for Educational Evaluation.

Guthrie, James W.

Educational Review, v42 n2 p109-31 1990

Report No: ISSN-0013-1911

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120) Journal Announcement: CIJJAN91

Explains the evolving transformation of school systems into engines of economic development, summarizes the conventional orientation of educational evaluation, assesses the impact of the human capital imperative on expectations for evaluation, and proposes a new model for national educational appraisal. (SK)

Descriptors: Academic Achievement; *Economic Development; *Educational Assessment; *Educational Change; *Educational Policy; Elementary Secondary Education; Higher Education; *Politics of Education; *Role of Education; School Effectiveness; School Restructuring

EJ412653 CE521718

Ensuring Quality through Outcomes Assessment.

Faughn, James R.; And Others

Career Training, v7 n1 p12-18 Aug 1990

Available from National Association of Trade and Technical Schools, 2251 Wisconsin Avenue, NW, Washington, DC 20007.

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120) Journal Announcement: CIJJAN91

Outcomes assessment as a form of quality control for trade and technical schools begins with a mission statement, goals and standards, and selection of measurement instruments. Means of assessment include placement and graduation rates; student and alumni surveys; tests of subject matter, basic skills, and cognitive skills; and advisory committee recommendations. (SK) Descriptors: *Educational Quality; Evaluation Methods; *Outcomes of Education; Postsecondary Education; *Proprietary Schools; *Quality Control; *Student Evaluation; *Technical Institutes

ED325523 TM015781

Technology and Accountability: Does More Equal Better? Should Accountability Programs Be Accountable?

Tittle, Carol Kehr

1 Nov 1990

12p.; Revised version of a paper presented at the Annual Urban Education Technology Forum Conference of the Council of the Great City Schools (5th, New York, NY, October 17, 1990).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; New York

Journal Announcement: RIEMAR91

The role of technology and the measurement of educational progress are discussed, with an emphasis on the development of school report cards. Comments are made from the perspectives of (1) a member of a university community and (2) a researcher in evaluation and measurement. Efforts to formulate school report cards in Florida, California, and elsewhere make it apparent that universities can look forward to extensions of recordkeeping and reporting for accountability purposes. An evaluation perspective leads to two concerns: (1) the view of the organizational change or school improvement that is assumed by the school report card; and (2) the need for reflection on and evaluation of the school report card programs. Standardized tests have constituted a key element in school report cards. The National Assessment of Educational Progress is an example of the direction that testing should take. Developing assessments that are meaningful to teachers and learners will require long-term cooperative efforts of teachers and specialists. It is concluded that more information does not necessarily mean better schools or postsecondary education. Technology does not determine the choices for what a school or postsecondary report card contains or the system/legislation that fosters the report card. The challenge is to study the meaning and use that is derived from accountability measures; develop alternative or multiple assessments, and change from thinking that a single accountability system or any accountability system can meet the goal of accountability and the goal of school improvement. (SLD)

Descriptors: *Accountability; Educational Assessment; Educational Change; Educational Improvement; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Higher Education; Measurement Techniques; Program Evaluation; Research Universities; *School Effectiveness; Standardized Tests. Identifiers: National Assessment of Educational Progress

ED325052 HE023971
Back to Business.
Pew Higher Education Research Program, Philadelphia, PA.
Policy Perspectives, v3 n1 Sep 1990 Sep 1990
9p.
Sponsoring Agency: Pew Charitable Trusts, Philadelphia, PA. EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: SERIAL (022)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEMAR91
Target Audience: Policymakers; Administrators; Practitioners College-bound high school seniors and their parents too often choose their undergraduate institutions not on the basis of teaching caliber, but on the strength of the perceived academic credential. Faculty understand that in higher education, value and prestige attach first to research, second to teaching graduate and advanced professional students, third to teaching traditional-aged undergraduates in traditional college settings, and last to teaching non-traditional learners. Graduate schools are more intent on producing paradigm-busters than in training teachers for undergraduate programs. From these concerns has grown a national colloquy demanding good teaching. Publicly defined programs of assessment and regulation, alone, cannot bring about necessary improvements in college teaching. Creating a market for good teaching begins with having the faculty assume shared responsibility for the sum of their teaching activities. Persuading the faculty to do so requires strong voices from the top. Useful arenas for voicing the demand for good teaching include the hiring process and the tenure and promotion process. The greatest opportunity for reform lies in the training of graduate students who plan to become faculty. Prospective faculty should have teacher training included as an explicit part of their graduate education. Recommendations are offered to improve college instruction. (JDD)
Descriptors: College Choice; *College Faculty; *College Instruction; College Outcomes Assessment; Graduate Study; Higher Education; Influences; *Instructional Effectiveness; Instructional Improvement; *Preservice Teacher Education; School Effectiveness; Teacher Attitudes; Teacher Educator Education; *Teacher Responsibility

ED325041 HE023959

Is There a Better Way To Measure Quality of Programs?

Tan, David L.

11 Sep 1990

19p.; Paper presented at the Annual Conference of the European Association for Institutional Research (12th, Lyon, France, September 11, 1990). EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150)

Geographic Source: U.S.; Oklahoma

Journal Announcement: RIEMAR91

Target Audience: Researchers

The study sought to identify clusters of variables potentially linked to departmental excellence in institutions of higher education, and to determine whether these clusters and combinations thereof could be used to generate rankings of programs which would be consistent with those based on reputation. It studied the interrelationship of variables, within clusters and across clusters. A total of 12 variables, were used: number of faculty, number of graduates produced by the program, number of graduate students, student academic ability, median number of years taken by students to complete their doctorates, placement success rate among graduates in gaining professional employment outside academia, placement success rate among graduates in gaining academic/research positions in doctorate granting universities, library resources, faculty grantsmanship, department research and development spending, program publications, and percentage of faculty members with published articles in a given time period. Principal factor analysis identified three clusters of highly correlated variables, accounting for 67% of the variance. The clusters were labeled faculty research, input cluster, and student cluster. Composite indicators, made up of various combinations of the clusters, were much better than clusters alone at producing ranking etimates similar to those based on reputation. (59 references). (JDD)

Descriptors: Departments; *Educational Assessment; *Educational Quality; *Evaluation Methods; Faculty; Higher Education; Input Output Analysis; Institutional Research; *Multivariate Analysis; *Program Effectiveness; *Reputation; School Effectiveness; Student Characteristics

ED325038 HE023955
Ethics and Higher Education. American Council on Education/Macmillan Series on Higher Education.
May, William W., Ed.
Nov 1990
398p.
Report No: ISBN-0-02-897267-8
Available From: Macmillan Publishing Co., 866 Third Ave., New York, NY 10022 ($27.95).
Document Not Available from EDRS.
Language: English
Document Type: BOOK (010); COLLECTION (020)
Geographic Source: U.S.; New York
Journal Announcement: RIEMAR91

The purpose of this book is to provide a basic resource that defines the ethical issues in higher education and to offer a starting point for means of resolution or policy development in regard to them. Part 1 establishes an interpretive framework for the book in the following papers: "Institutional Culture and Ethics" (David Smith and Charles Reynolds); "Academic Principles of Responsibility" (Charles Reynolds and David Smith); "Through Thick and Thin: Two Ways of Talking about the Academy and Moral Responsibility" (James Laney). Part 2, focusing on activities and functions common to most institutions, contains "Academic Planning: Values and Decision Making" (Richard Morrill); "Admission Recruiting and Selection: Some Ethical Concerns" (Alice Cox); "Ethical Issues in Intercollegiate Athletics" (Lonnie Kliever); "Institutional Advancement: Survival with Integrity" (Harlan Stelmach and Mark Holman); "Ethical Issues in Faculty Evaluation" (George LaNoue). In part 3, a number of current and pressing issues are examined in the following papers: "Affirmative Action: Solution or Problem?" (Donna Shavlik); "Cheating and Plagiarism" (Richard Fass); "Legitimate Limits on Free Expression" (Deni Elliott); "Racism on Campus" (Mark Chesler and James Crowfoot); "The Challenge of Diversity" (J. Herman Blake and others); "The Guardians of Heloise? Sexual Harassment in Higher Education" (Mary Jo Small); "Student Social Concerns" (Margaret Barr); "Values and Ethics in the Graduate Education of Scientists" (Jules LaPidus and Barbara Mishkin); "Regulating Proprietary and Classified Research: Some Observations on Current University Policies" (Nicholas Steneck); "When Responsibilities Conflict: Stock Ownership and South Africa" (Raymond Bacchetti); "Ethics and Educational Assessment" (Marjorie Peace Lenn and D. Jeffrey Lenn); "Ethical Challenges of the College and University Presidency" (Daniel Perlman). References accompany each paper. (JDD)

Descriptors: Admission Criteria; Affirmative Action; Apartheid; Cheating; College Athletics; College Presidents; Cultural Differences; Decision Making; Educational Assessment; Educational Planning; Educational Policy; *Educational Responsibility; *Ethics; Faculty Evaluation; Graduate Study; Higher Education; Institutional Advancement; Institutional Environment; *Institutional Role; Intercollegiate Cooperation; Investment; *Moral Values; Organizational Climate; Plagiarism; Racial Bias; Racial Discrimination; Research Problems; Science Education; Self Expression; Sexual Harassment; Social Behavior; Student Behavior; Student Recruitment
Identifiers: Classified Research

ED324533 CE056143
Using Relaxation, Cognitive Therapy, and Mental Imagery To Reduce Test Anxiety and Improve Performance among Firefighter Trainees. Mogen, David S.
Sep 1990
103p.; M.S. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR91

The significant number of firefighter trainees experiencing performance evaluation anxiety during fire training school was addressed by the implementation of anxiety reduction and performance enhancement strategies. Audiotape recordings were chosen as the primary intervention medium to facilitate program effectiveness within an established fire training regimen. The intervention modalities of relaxation training, cognitive therapy, and mental imagery were implemented with 10 firefighter trainees. Two primary screening devices, the Text Anxiety Inventory (Speilberger 1980) and the State-Trait Anxiety Inventory (Speilberger 1983) were used to determine the preintervention and postintervention levels of performance evaluation anxiety. The results indicated measurable positive anxiety-reduction effects with significant improvement in performance. It was concluded that the performance improvements were attributed to the vivid imagery dialogue and that this type of training presented on audiotape is most effective when used in conjunction with conventional training programs. (Includes 34 references. Appendixes to the study include measuring instruments, performance evaluations, relaxation dialogue, and imagery dialogue.) (Author/KC)

Descriptors: *Audiotape Recordings; Cognitive Restructuring; *Fire Fighters; *Fire Science Education; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Implementation; *Relaxation Training; Stress Management; *Test Anxiety; *Visualization
Identifiers: Florida (Miami Beach)

ED324408 CE055823
Vocational Education Effectiveness Indicators.
White, Barbara
Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.
Sep 1990
42p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Hawaii
Journal Announcement: RIEMAR91
Government: State

This paper provides an overview of some of the issues involved in developing and implementing vocational education effectiveness indicators and systems. The paper first discusses educational effectiveness indicator systems--with the emphasis on "systems" in contrast to individual effectiveness indicators taken alone--and stresses the need to create a coherent system. Policy issues related to indicator development and use are the next focus of the document, with cautions being given about indicators measuring the wrong outcomes and being used for the wrong reasons. The next two sections focus on the two types of effectiveness indicators: labor market outcomes as indicators of program performance and student learning outcomes as indicators of program performance. Examples of states using both types of measure are then provided. States that use the labor market approach include Missouri, Kansas, South Carolina, Florida, and Kentucky. States using student learning outcomes include Ohio, New York, Arkansas, and North Carolina. Alternative vocational education system effectiveness measures are then discussed. Examples of states that use effectiveness indicators that go beyond outcomes are Illinois, Oklahoma, Minnesota, Tennessee, and California. Finally, the Virginia approach is used as a model for a two-step approach to developing effectiveness indicators. A summary of the document points out the pitfalls in both labor market and student learning outcomes indicators but urges development of indicator systems as a step in improving vocational education. Thirty references are included in the document. (KC)

Descriptors: Achievement; *Achievement Rating; *Evaluation Criteria; Job Placement; *Outcomes of Education; Performance; Postsecondary Education; *Program Effectiveness; *Program Evaluation; Secondary Education; Standards; *Vocational Education

Identifiers: Arkansas; California; Florida; Illinois; Kansas; Kentucky; Minnesota; Missouri; New York; Ohio; Oklahoma; South Carolina; Tennessee; Virginia

ED324337 TM015553

Objectively Determining the Educational Potential of Computer and Video-Based Courseware; or, Producing Reliable Evaluations Despite the Dog and Pony Show.

Barrett, Andrew J.; And Others

Mar 1990

18p.; Paper presented at the the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB91

The Center for Interactive Technology, Applications, and Research at the College of Engineering of the University of South Florida (Tampa) has developed objective and descriptive evaluation models to assist in determining the educational potential of computer and video courseware. The computer-based courseware evaluation model and the video-based courseware evaluation model provide information on over 300 items, 150 of which pertain directly to instruction (e.g., defining objectives, instructor skills, lesson characteristics, questioning and tutorial techniques, learner interactions, resource scope, and content assessment). Descriptive data were obtained in one of three manners: (1) a yes/no indication of whether or not a characteristic is found; (2) a 4-point ranking indicating the necessity of a characteristic to use the package effectively; and (3) a 4-point Likert-type scale revealing the extent to which a given characteristic is used by the courseware. Content validity was investigated by four experts evaluating 10 computer-assisted learning packages and five experts evaluating seven video-based packages. Reliability was investigated as each evaluator produced synthesized quality ratings for each course. Results suggest that both models provide fairly close agreement estimates and fairly reliable evaluations. An overview of 213 computer-assisted learning packages and 248 video-based training packages indicated that many developers have failed to take advantage of their inherent capabilities, with particular shortcomings in: management system capacities; the instructor's control of lessons; and the student's flexibility in moving through lessons. Nine figures and two tables contain study data. (SLD) Descriptors: Computer Assisted Instruction; Computer Software; *Computer Software Evaluation; Content Validity; *Courseware; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluators; Higher Education; *Instructional Effectiveness; Models; *Reliability; Training Methods; Validity; *Videotape Recordings. Identifiers: Center Interactive Technology Applications Res; Objective Analysis; University of South Florida

ED324197 SE051533

Who Majors in Science? College Graduates in Science, Engineering, or Mathematics from the High School Class of 1980. Survey Report June 1990.

Gordon, Henry A.

National Center for Education Statistics (ED), Washington, DC. Jun 1990

32p. Report No: NCES-90-658

Available From: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB91

Government: Federal

Target Audience: Researchers

The number of college graduates majoring in science, engineering, or mathematics is widely perceived as vital to the future international competitiveness of the United States. This report examines the major fields of study of a representative sample of high school seniors from the 1980 High School and Beyond senior cohort survey who had graduated from college by 1986 and compares those who majored in engineering, mathematics, or the natural and physical sciences with those in other fields. Among the significant findings are: (1) the proportion of males was higher than the proportion of females; (2) there were no significant differences in the proportions in majors among Whites, Blacks or Hispanics; (3) students with higher grades in high school, students who reported more time spent on homework, or students who had high achievement test scores graduated more frequently with a major in science, engineering, or mathematics; (4) those who studied more mathematics in high school graduated more frequently with a major in science, engineering, or mathematics; (5) the number of students who moved out of the sciences in college was larger than the number who moved in; (6) females who had higher grades and took calculus in college were less likely than males with similar backgrounds to graduate with a major in science, engineering, or mathematics; and (7) more male college graduates stated in high school that they intended to major in science, engineering, or mathematics than female college graduates. (CW)

Descriptors: *College Graduates; *College Science; Engineering Education; *Females; Higher Education; High Schools; High School Seniors; *Majors (Students); Mathematics Education; *Minority Groups; Outcomes of Education; Science Education; Undergraduate Study.

Identifiers: *High School and Beyond (NCES); *Science Majors; Sex Differences

ED324085 JC900542

CCP Student Transfer Outcomes at LaSalle University. Institutional Research Report #54.

Grosset, Jane

Philadelphia Community Coll., PA. Office of Institutional Research. Jul 1990. 23p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEFEB91

Focusing on student admission, academic performance, and persistence patterns, this two-part report examines transfer outcomes data on students who attended the Community College of Philadelphia (CCP) and transferred to LaSalle University. The first section presents former CCP student application patterns to LaSalle day and evening divisions between spring 1987 and fall 1989. The second section examines programs of study, grade point average (GPA), credit hour accumulation, last semester of enrollment, and awarded degrees for all former CCP students who attended LaSalle between fall 1983 and fall 1989. Study results included the following: (1) enrollments in 1986-87 showed a substantial increase over previous semesters; (2) 80% of all CCP applicants who applied in spring 1987 and fall 1989 were accepted for admission to LaSalle, with highest acceptance rates (89.9%) among students formerly in the CCP Nursing program; (3) between 1987 and 1989, enrollments among transfers were greatest in LaSalle's Nursing, Finance and Undecided-Business programs; (4) of the 832 CCP transfers included in the study, 8.7% earned degrees by fall 1989, 66% left LaSalle prior to degree completion, and the remainder were still enrolled; (5) transfer students in the LaSalle Nursing program accounted for 23.3% of the students who experienced an unsuccessful first semester; and (6) 62.4% of the transfers maintained a GPA of at least 2.0, with one-third earning between a 3.0 and 4.0 GPA. (GFW)

Descriptors: Academic Achievement; *Academic Persistence; College Credits; *College Transfer Students; Community Colleges; Comparative Analysis; Followup Studies; Higher Education; Outcomes of Education; School Holding Power; Student Attrition; Two Year Colleges; *Two Year College Students; Universities; Withdrawal (Education)

ED324082 JC900537

CCP Transfer Outcomes at West Chester University. Institutional Research Report #49.

Grosset, Jane

Philadelphia Community Coll., PA. Office of Institutional Research. May 1990

37p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEFEB91

Based on admissions, academic performance and persistence outcomes data provided by West Chester University, this report analyzes the performance and success rates of former Community College of Philadelphia (CCP) students who applied to or attended the university between 1986 and 1990. The first section contains information on application, admission, and matriculation patterns of 189 CCP students who applied to West Chester between fall 1986 and fall 1989. The next section contains data on West Chester academic and persistence levels for spring 1989 and fall 1989 transfers. The third section focuses on 34 new CCP transfer students who enrolled in the fall 1986 and fall 1987, comparing results with student outcomes from other feeder school categories. An appended supplement contains outcomes data for transfers who were enrolled in spring 1990. Study findings included the following: (1) CCP transfer student acceptance rates were 70% between 1986 and 1989; (2) 47.4% of the transfer students who matriculated between 1986 and 1989 earned grade point averages (GPA's) below 2.0 at West Chester; (3) among the transfer students enrolled at West Chester in the spring and fall 1989, the greatest proportion were enrolled in Liberal Studies; (4) fall 1986 and fall 1988 transfer student graduation rates were comparable to the graduation rates of transfers from other two-year institutions but lower than graduation rates from other feeder categories; and (5) the median GPA for the 87 CCP transfer students enrolled in spring 1990 was 2.53. (GFW)

Descriptors: Academic Achievement; *Academic Persistence; College Credits; College Graduates; *College Transfer Students; Community Colleges; Comparative Analysis; Followup Studies; Higher Education; Outcomes of Education; Student Attrition; Student Characteristics; Two Year Colleges; *Two Year College Students; Universities; Withdrawal (Education)

ED324081 JC900534

A Comparison of Transfer Student Outcomes at Temple, LaSalle, West Chester, Widener and Thomas Jefferson Universities: Institutional Research Report #55. CCP Student Transfer Outcomes at Widener University: Institutional Research Report #50. Former CCP Transfer Outcomes at Hahnemann University, 1987-88 School Year: In-Brief #57.

Grosset, Jane

Philadelphia Community Coll., PA. Office of Institutional Research. Sep 1990

34p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEFEB91

Part of a series of reports on transfer research conducted by the Community College of Philadelphia (CCP), these three reports examine transfer outcomes among former CCP students who matriculated at four-year universities in Pennsylvania. The first report compares CCP transfer student outcomes at Temple, LaSalle, West Chester, Widener, and Thomas Jefferson Universities, examining admissions outcomes, grade point averages (GPA's), program enrollment, and persistence patterns. The second report examines specific transfer outcomes among 100 former CCP students who enrolled at Widener University between fall 1984 and spring 1989, focusing on CCP program of study and credits earned, as well as persistence, graduation, and dismissal patterns at Widener. The third report provides a brief review of the transfer outcomes of 47 former CCP students accepted for the 1987-88 school year at Hahnemann University, examining retention rates and GPA's at the start of the second year. Results of the studies included the following: (1) acceptance rates for CCP students were highest at LaSalle; (2) among students attending universities that provided GPA data, students at Temple were most likely to have a GPA above 2.0; (3) graduation rates were highest at Widener University; (4) students at Widener who had earned more than 55 credits at CCP were the most likely to be dismissed from Widener for academic reasons; and (5) 82.9% of the first-year CCP transfer students at Hahnemann University earned an average GPA of 2.46 and continued on for a second year. (GFW)

Descriptors: *Academic Achievement; *Academic Persistence; College Admission; College Credits; College Graduates; *College Transfer Students; Community Colleges; Comparative Analysis; Followup Studies; *Grade Point Average; Higher Education; Outcomes of Education; Student Attrition; Student Characteristics; Two Year Colleges; *Two Year College Students; Universities; Withdrawal (Education)

ED323866 HE023868

Using Futures Research in College and University Planning. A Handbook for Planners in Higher Education.

Morrison, James L.

Aug 1990

109p.; Paper presented at a Conference of the North Carolina Association for Institutional Research (Little Switzerland, NC, August 2-3, 1990). EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; North Carolina

Journal Announcement: RIEFEB91

Target Audience: Researchers; Administrators; Practitioners This handbook for institutional researchers focuses on describing methods and techniques for conducting and merging external and internal analyses in order to produce an expanded vision of alternative future environments. Such vision is needed for the formulation of strategic long-range plans. Section 1 begins with a discussion of how an internal analysis is conducted. The components of such an analysis are a review of the current organizational mission, identification of critical performance indicators, and identification of organizational strengths and weaknesses. Section 2 (external analysis) focuses first on how to identify the most critical trends that define the context within which the organization will function in the future, then on how to identify potential events that, if they occurred, would affect those trends or the organization directly. In addition, forecasting trend levels and event probabilities and the impacts of both are reviewed, as well as a description of how to interrelate trends and events in cross-impact analysis and how to assess their effects on critical performance indicators. Section 3 gives details on how to analyze scenarios in order to derive their implications for policy analysis, described in section 4. An appendix is included which is designed to enhance discussion of the text, such as a group facilitator's guide, an article on environmental scanning activities, and sample pages from an environmental scanner's notebook. Contains 151 references. (GLR)

Descriptors: *College Planning; Data Collection; Educational Assessment; *Educational Planning; *Futures (of Society); Higher Education; *Institutional Research; Literature Reviews; Long Range Planning; Prediction; Research Methodology; *Systems Development; Trend Analysis

Identifiers: Strategic Planning

ED323849 HE023844

The Role of Institutional Research in Implementing Institutional Effectiveness or Outcomes Assessment.

Nichols, James O.

Association for Institutional Research.

AIR Professional File, n37 Sum 1990 1990

7p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); SERIAL (022)

Geographic Source: U.S.; Florida

Journal Announcement: RIEFEB91

Target Audience: Researchers

As institutional research or outcome assessment becomes more commonplace in institutions of higher education, the issue of what opportunities this presents to researchers desiring to move past relatively routine reporting into the more creative aspects of the profession becomes more prominent. Several possible roles emerge as a result of the assessment implementation process: Implementation Team Coordinator; Institutional Planner; Departmental Activity Facilitator; and Assessment Data Gatherer. Each role varies in its attractiveness in assisting professional development and what is usually expected from individuals within these roles. Of particular interest are the two most common roles the institutional researcher will be asked to play in terms of institutional effectiveness and outcomes assessment: the Assessment Data-Gatherer Role and the Institutional Planner Role. Also included are two assessment matrixes: one is an example of an assessment plan for an accounting department and the other is a matrix showing whose responsibility it is to provide data, what type of data, and for which departments or services. Contains 19 references. (GLR)

Descriptors: *Career Development; Colleges; Higher Education; *Institutional Evaluation; *Institutional Research; Measurement Objectives; Measurement Techniques; *Outcomes of Education; Research Administration; *Researchers; Role Perception; Universities

Identifiers: *College Outcomes Assessment

ED323672 EA022280

Selected Addresses, Speeches, and Remarks of the Assistant Secretary of Education for Educational Research and Improvement, April 17-August 7, 1990) (Eleven Items).

Cross, Christopher T.

Office of Educational Research and Improvement (ED), Washington, DC. 1990

95p.; For additional addresses by same author, see ED 319 108. EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEFEB91

Government: Federal

Eleven separate addresses made by the Assistant Secretary of Education for Educational Research and Improvement during the period April-August 1990 comprise this document. Arranged chronologically, it includes two addresses before the American Educational Research Association in April and others as follows: (1) to Javits Grant recipients on May 16-17; (2) before the National Alliance for Business on May 22; (3) before U.S. Department of Energy Education Directors on May 23; (4) at the Seminar on Base Year Findings of the National Education Longitudinal Survey, National Center for Education Statistics, on June 27; (5) "New Deans of Education," an institute sponsored by the American Association of Colleges for Teacher Education, on June 27; (6) before the State Liaisons for the 1990-91 Blue Ribbon Schools Program on July 12; (7) "Minority Teachers: Meeting the Need and Taking the Lead" on July 15; (8) at the Office of Educational Research and Improvement (OERI) Roundtable on Public School Choice on July 19; and (9) before the National Conference of State Legislatures on August 7. (Author/MLF)

Descriptors: Academically Gifted; *Accountability; Alternative Teacher Certification; Cooperation; Curriculum Development; *Educational Assessment; Educational Improvement; *Educational Research; Elementary Secondary Education; Energy Education; Federal Programs; Government Publications; *Government Role; Higher Education; Information Dissemination; Minority Groups; *Research and Development; School Business Relationship; School Choice; School Effectiveness; *School Restructuring; Student Motivation; Teacher Education Identifiers: National Education Longitudinal Study 1988

ED323325 CE055649

Alternative Strategies for Providing Work Experience.

Stone, James R., III; Wonser, Renee L.

Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education. Jun 1990

55p.

Sponsoring Agency: Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEFEB91

A review of the literature on the use of the workplace as a learning site in vocational education identified alternative models used to combine workplace learning with school-based programs and identified a framework and criteria for evaluating programs using the workplace as part of their instructional process. Although there is some evidence that the use of cooperative education and internships is increasing in postsecondary schools and colleges, the basis for increased use is probably more a function of perceptions than empirical data. One of the assumptions is that work experience is a powerful motivator. Few studies have explored the contribution of experientially based work programs to the social development, educational advancement, or psychological maturity of participants. Little research has specifically examined the link between participation in the many unique forms of work-based experiential learning and later success in the labor market. The methodology most often used to study experiential learning is self-report of participants. Little attention has been focused on postsecondary schools' use of experiential learning. There is a need to examine more closely what interns, faculty, and field supervisors do to ensure that students learn and that host organizations are appropriately served. (5 pages of references) (CML)

Descriptors: Career Exploration; *Cooperative Education; Education Work Relationship; *Experiential Learning; Field Experience Programs; Internship Programs; Labor Force Development; Outcomes of Education; Postsecondary Education; School Business Relationship; Secondary Education; *Training Methods; Vocational Education; *Work Experience Programs

ED323061 RC017715

Comparison of the Nature of Work Performed: Southern Land-Grant University Colleges of Agriculture Alumni.

Zekeri, Andrew A.

Feb 1990

34p.; Paper presented at the Conference of the Southern Rural Sociological Association (8th, Little Rock, AR, February 3-7, 1990). Part of Southern Regional Research Project S-200.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143) Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEJAN91

American agriculture is seriously threatened by growing shortages of highly qualified scientists, managers, and technical professionals. This paper examines the work outcomes of agricultural college alumni who were previously surveyed as students in 1977. Questionnaires were completed by 1,917 graduates in agricultural majors at 1862 and 1890 land-grant colleges of agriculture. Findings revealed significant differences in complexity of tasks on the first full-time job between agribusiness and non-agribusiness job holders. Compared to non-agribusiness job holders, agribusiness job holders were more likely to be involved in more complex data- or people-related tasks, but less complex things-related tasks. On later jobs, these entry-level differences virtually disappeared. Gender (male) and academic major (agribusiness or applied engineering) were the strongest predictors of holding an agribusiness job, followed by the state's percentage of rural farm residents. Comparison of results with those of the 1977 study suggests that plans and aspirations for a particular occupation do not increase the probability of entering a particular career upon graduation from college. This report contains 23 references. (SV)

Descriptors: *Agribusiness; *Agricultural Education; *College Graduates; College Outcomes Assessment; *Education Work Relationship; Employment Level; Graduate Surveys; Higher Education; Land Grant Universities; *Sex Differences; *Vocational Followup

Identifiers: *United States (South)

ED323055 RC017703

The Path to a Larger Life: Creating Kentucky's Educational Future. Second Edition.

Prichard Committee for Academic Excellence, Lexington, KY. 1990 172p.; For the First Edition of the report, see ED 261 788. Available From: University Press of Kentucky, P.O. Box 6525, Ithaca, NY 14851 ($12.00).

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070)

Geographic Source: U.S.; Kentucky

Journal Announcement: RIEJAN91

This is the revised edition of a 1985 report providing a wide array of recommendations for improving state educational programs in Kentucky. This second edition is different from the first in the addition of notes on the status of recommendations, in the revision of data in various tables, and in the addition of an introduction summarizing events since 1985. Kentucky has seen some progress since 1985, but the state has not accomplished the "radical" reform that is necessary. While education has become the state's dominant political issue, most of the committee's recommendations have not been implemented. Graduation rates have improved, a higher percentage of Kentuckians are attending college, and there are signs that the state has taken steps to slow the cycles of poverty and undereducation. But inadequate funding, bad management, and inappropriate political intrusion in the schools continue to hinder progress. The next wave of reform must stimulate structural, attitudinal, financial, and political change. Consistent with the first edition, themes discussed include the following: (1) the necessity of increased and deepened public involvement in state education; (2) interrelationships among the state's economy, society, government, and schools; (3) conditions of educational facilities and equipment; (4) teachers, administrators, and conditions for teaching; (5) the relationship among all educational levels as targets for reform; (6) the need for leadership; and (7) funding problems. The document reiterates the authors' awareness that educational reform requires time. (TES)

Descriptors: *Change Strategies; Community Involvement; Curriculum Development; Educational Administration; Educational Assessment; *Educational Change; *Educational Finance; *Educational Improvement; *Educational Needs; Educational Objectives; Educational Policy; Elementary Secondary Education; Postsecondary Education; Professional Development; Socioeconomic Influences; *State Action; Teacher Education

Identifiers: *Kentucky

ED322867 HE023822
Beyond Content: Re-Framing Questions of Student Learning. Moore, William S.
Jun 1990
25p.; Material prepared for the Student Outcomes Research Institute (Olympia, WA, June 19-21, 1990).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Washington
Journal Announcement: RIEJAN91
Target Audience: Practitioners

Excerpts are taken from published works, college curricula and handbooks, and other sources to examine the aim of colleges in terms of student outcomes. Written in outline style, the document begins by setting a context. Subsequent sections have the following headings: (1) What Outcomes or Characteristics Do We Think Our Students Will Need To Be Successful? A Sampling of Responses; (2) What Can the Learner Do with What S/He Knows? Assessing Learning Competences; (3) A Sampling of Assessment Instrument Alternatives; (4) Local Design of Assessment Measures; (5) Specifying the Components of Critical Thinking: Two Examples; (6) Evaluating Assessment Measures; (7) Contrasting Qualitative and Quantitative Research; (8) Guiding Questions for the Use of Qualitative Methods in Outcomes Assessment Efforts; (9) Assessing Student Learning: A Phenomenological Approach; (10) Student Assessment Interview Formats: Some Examples; and (11) Assessment: Studying the Person in the Context of the Environment. Three worksheets are also included, for individuals to use in evaluating their reasons for wanting to teach, in envisioning goals and outcomes, and in designing an assessment project. (JDD)

Descriptors: College Curriculum; *Competency Based Education; *Course Content; Critical Thinking; *Evaluation Methods; Higher Education; Learning Processes; Outcomes of Education; Qualitative Research; *Role of Education; *Student Educational Objectives; *Student Evaluation

ED322864 HE023819

The State of Assessment in Maryland: Responses from Postsecondary Institutions.

Gilbert, Melissa Kesler; And Others

1990. 22p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEJAN91

Target Audience: Practitioners; Policymakers

This study describes the state of postsecondary assessment in Maryland, identifies cognitive or noncognitive areas assessed, investigates perceptions about the role of the institutional researcher in assessment activities, and analyzes information to guide the formation of an assessment consortium. The paper serves as a case study of the types of assessments that occur on postsecondary campuses where state mandates are planned but nonexistent. A survey of 57 individuals responsible for learning/outcomes assessment resulted in responses from 24 individuals. Findings suggest that a legislative mandate without funds or guidelines lacked the support required to ensure compliance by all public postsecondary institutions. Mandates required by external agencies were critical to the implementation of assessment in specific areas. Three-fourths of the respondents indicated that their institutions either had or were developing a student assessment program. Most institutions were planning to measure cognitive skills and general education, were distributing results that described institutional effectiveness and professional and technical programs, and were undecided about measuring liberal arts appreciation. Academic administrators and faculty were more likely to be initiators, implementors, and recipients of assessment results, while institutional researchers described their roles as advisors and/or providers of information. Includes 12 references. (JDD)

Descriptors: Accountability; *College Outcomes Assessment; Consortia; Cooperative Programs; Educational Trends; *Evaluation Methods; Higher Education; *Measurement Techniques; Postsecondary Education; *Program Development; Researchers; *School Effectiveness; Staff Role; State Programs; *Student Evaluation. Identifiers: *Maryland

ED322855 HE023803

Assessment Resource Center, 1986-1989. Final Report.

Banta, Trudy W.

Tennessee Univ., Knoxville. Center for Assessment Research and Development.

[1990

143p.

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Contract No: DEG-G008642196

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); BIBLIOGRAPHY (131) Geographic Source: U.S.; Tennessee

Journal Announcement: RIEJAN91

Since its establishment with a 1986 grant from the Fund for the Improvement of Postsecondary Education, the Assessment Resource Center (ARC) at the University of Tennessee has worked with state coordinating boards, other institutions involved in assessment leadership, institutions seeking guidance, and participants in conferences and seminars given by the ARC. The Center accomplished its objectives of establishing working relationships with numerous institutions, preparing printed materials, sponsoring workshops, and developing a consortium of experienced assessment practitioners. In addition, Center personnel founded a national publication, planned an international seminar, and supported a cross-national study of assessment in higher education. This final report outlines the project's background and purpose, summarizes project impact, and documents plans for continuation and dissemination. Appendices, which comprise the bulk of the report, include: (1) an overview of the ARC; (2) an annotated bibliography of 12 items on assessment and a list of 23 representative assessment programs; (3) research on the College Outcome Measures Project, with an 11-item annotated bibliography; (4) title pages and tables of contents of ARC publications; (5) resource appendices from "Performance and Judgment: Essays on Principles and Practice in the Assessment of College Student Learning" edited by Clifford Adelman, containing an annotated bibliography of approximately 75 items and reviews of 22 assessment instruments. (JDD)

Descriptors: *College Outcomes Assessment; *Evaluation Methods; Higher Education; Instructional Effectiveness; *Measurement Techniques; Outcomes of Education; *Program Implementation; *Student Evaluation

Identifiers: Assessment Resource Center TN

ED322845 HE023788
Assessment and the Way We Work.
Hutchings, Pat
American Association for Higher Education, Washington, D.C. Jun 1990
12p.; Paper presented at the American Association for Higher Education Conference on Assessment (5th, Washington, DC, June 30, 1990). EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJAN91
Target Audience: Teachers; Practitioners

The assessment process and its impact on how college teachers teach and work together is explored through the personal recollections and perspectives of a teacher. The discussion touches on how the principles of assessment effect every aspect of teaching: syllabus development, classroom effectiveness, relationships with students and colleagues in the department, and across the institution. Examples are given which help illustrate the assessment process in helping students get answers to their questions of what is expected of them and where the instruction is going. Additional stories relate to how assessments influence how teachers work with one another and how it prompts conversation about student learning that otherwise would not take place at all, or only on the most sporadic basis, or in ways that have little chance of finding their way into institutional decision making. This is viewed as one of the most powerful effects of assessments. The culture of assessment is discussed from the viewpoints that it assures that teaching is taken seriously and rewarded, that it values teaching, and that it provides accountability. Finally, future needs in the area of assessment are discussed. (GLR)

Descriptors: Colleges; Educational Objectives; *Educational Planning; *Evaluation; Evaluation Criteria; Higher Education; Instructional Improvement; Outcomes of Education; Personal Narratives; Relevance (Education); Teacher Evaluation; Universities
Identifiers: *Assessment of Performance in Teaching

ED322424 CG022696

Assigning Applications in Behavior Modification Courses.

Schutte, Nicola; Malouff, John

Apr 1990

8p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (36th, Atlanta, GA, April 4-7, 1990).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN91

Some behavior modification textbooks encourage students to apply behavioral modification techniques in their own lives. This descriptive study using undergraduate students examined the usefulness of giving students in behavior modification courses the assignment to apply behavior modification techniques in their own lives. Subjects (N=50) were given assignments designed to give them the opportunity to use behavior modification techniques to bring about a change in a behavior important to themselves or to another individual. Students measured baseline occurrence of the behavior, selected one or more behavior modification techniques to change the behavior, implemented the techniques, recorded the behavior after implementing the techniques, and reported on the program and its outcome. Results indicated 46 of the 50 students were successful in bringing about a desired change. The results of a questionnaire given to 18 of the students indicated the students experienced the application as useful, tended to use behavior modification techniques other than for class assignments, and planned to use behavior modification techniques in the future. (ABL)

Descriptors: *Assignments; Behavior Change; *Behavior Modification; College Students; Higher Education; Outcomes of Education; Outcomes of Treatment; Teaching Methods

EJ412258 SE546381

Editorial. Student Evaluations of Teaching.

Moore, Randy, Ed.

American Biology Teacher, v52 n5 p260-62 May 1990

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070)

Journal Announcement: CIJDEC90

Target Audience: Teachers; Practitioners

Presented is a brief review of the literature concerned with student evaluation of teaching. The interpretation of the results of these evaluations as well as suggestions for designing a useful instrument are discussed. (CW) Descriptors: *College Science; *Educational Assessment; *Faculty Evaluation; Higher Education; Literature Reviews; Science Education; *Science Instruction; *Student Evaluation of Teacher Performance; *Surveys; Teacher Evaluation; Teacher Improvement

EJ412060 HE526997

As Assessment Draws New Converts, Backers Gather to Ask "What Works?" Blumenstyk, Goldie; Magner, Denise K.

Chronicle of Higher Education, v36 n43 pA11 Jul 11 1990 Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJDEC90

The message that campuses must use the data they are gathering about students to improve teaching and learning was presented at a conference on Assessment in Higher Education. More campuses are developing their own assessment tools rather than relying solely on standardized tests. Classroom assessment allows faculty to evaluate their own teaching. (MLW)

Descriptors: Conferences; *Curriculum Evaluation; *Educational Assessment; *Educational Improvement; Higher Education; *Program Evaluation; *Student Evaluation; Surveys; Testing; Trend Analysis

Identifiers: American Council on Education; Winthrop College SC

EJ411991 HE526928

Postbaccalaureate Preparation and Performance in Medical School.

Hojat, Mohammadreza; And Others

Academic Medicine, v65 n6 p388-91 Jun 1990

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJDEC90

A study was conducted of 610 medical students to determine whether postbaccalaureate preparation before matriculation in medical school effected student performance. Results showed lower achievement on some measures of performance in medical school by those who had taken nondegree postbaccalaureate courses. Implications for admission decisions are discussed. (GLR)

Descriptors: *Academic Achievement; Educational Experience; Graduate Study; Higher Education; *Medical Education; *Medical Students; *Outcomes of Education; *Prior Learning; *Student Evaluation

EJ411990 HE526927
Geriatrics in Residency Programs.
Reuben, David B.; And Others
Academic Medicine, v65 n6 p382-87 Jun 1990
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC90

All 378 family practice and 420 internal medicine training programs in the United States were surveyed to determine how well geriatrics has been integrated into residency programs. Results indicated geriatric training integration is not universal, largely because of shortages of faculty and clinical training sites. (Author/GLR)

Descriptors: *Educational Assessment; Educational Facilities; Family Practice (Medicine); Feedback; *Geriatrics; *Graduate Medical Education; Higher Education; Internal Medicine; Medical School Faculty; National Surveys; Program Evaluation; Surveys; Training

EJ411950 HE526887

Responsiveness and Fulfillment: The Value of Higher Education in the Modern World.

Barnett, Ronald

Higher Education Review, v22 n2 p59-69 Spr 1990

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120) Journal Announcement: CIJDEC90

What higher education has to offer society is the opportunity to promote the individual development of students through open-ended inquiry. The traditional curriculum has limitations, and higher education should make a greater effort to lower disciplinary barriers and offer access to higher-order cognitive, social, professional, and physical learning. (MSE)

Descriptors: *College Role; *Curriculum Design; Educational Benefits; Educational Objectives; *Higher Education; *Interdisciplinary Approach; *Outcomes of Education; *Student Development

EJ411929 HE526866
Outcome Measures in Dental Education--We've Only Just Begun.
Morganstein, Warren M.
Journal of Dental Education, v54 n6 p308-10 Jun 1990
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120) Journal
Announcement: CIJDEC90

Trends and issues in the development of outcomes assessment in dental education are outlined with reference to recent professional literature and activity, and a pilot survey of accreditation consultants concerning their use of outcomes measures is reported. The 19 most frequently used and most appropriate measures are listed and described. (MSE)

Descriptors: Accreditation (Institutions); Attitudes; Consultants; *Dental Schools; *Evaluation Criteria; Higher Education; *Measurement Techniques; *Outcomes of Education; Professional Education; Surveys

EJ411354 CE521663
Adult Learning Can Stimulate Personal Development.
Billington, Dorothy D.
Australian Journal of Adult and Community Education, v30 n1 p54-63 Apr 1990
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC90

Sixty doctoral students aged 37-48 completed the Sentence Completion Test and a personal orientation inventory. Results indicated that they experienced significant personal growth and greater intrinsic locus of control at schools with nonauthoritarian environments emphasizing support, trust, respect, and self-directed learning. Exposure to a level of complexity just beyond their developmental level stimulated significant growth as well. (SK) Descriptors: *Adult Development; *Adult Learning; Developmental Stages; Difficulty Level; Doctoral Programs; Higher Education; *Individual Development; *Locus of Control; *Nontraditional Education; Outcomes of Education Identifiers: *Self Directed Learning

EJ411253 TM515181

Multivariate Variance Component Analysis: An Application in Test Development. Longford, Nicholas T.

Journal of Educational Statistics, v15 n2 p91-112 Sum 1990 Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJNOV90

A multilevel variance component analysis from the pilot year of pretesting an instrument--the GENED--designed to present information about general education outcomes is presented, using data from about 11,000 college students. The analysis addresses the discriminant validity of the subtests and statistical issues in test construction. (SLD)

Descriptors: *College Students; Discriminant Analysis; General Education; Higher Education; Item Response Theory; Mathematical Models; *Multivariate Analysis; *Outcomes of Education; Pilot Projects; Psychometrics; *Test Construction; Test Validity

Identifiers: *Variance (Statistical)

EJ411215 TM515116

The Conduct and Neglect of Self-Studies in Medical Education. McArtor, Robert E.; Kliot, Lily A.

Evaluation and the Health Professions, v13 n2 p204-14 Jun 1990

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJNOV90

All Liaison Committee on Medical Education accredited medical schools were surveyed to evaluate 12 aspects of self-studies used in medical education. Results for 101 respondents indicate methodological problems, including lack of guidelines, long periods without evaluation, failure to discuss results with school leadership, and a dearth of external review. (TJH)

Descriptors: *Accreditation (Institutions); *College Outcomes Assessment; *Evaluation Problems; Guidelines; Higher Education; Leadership; Likert Scales; Mail Surveys; *Medical Schools; *Self Evaluation (Groups)

Identifiers: Liaison Committee on Medical Education

EJ410957 SE546274

Assessing a Research Training Course for Wheat Crop Management. Raab, R. T.; Bell, M. A.

Journal of Agronomic Education (JAE), v19 n1 p72-76 Spr 1990

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJNOV90

Target Audience: Practitioners

Methods, materials, analysis, and results of an assessment of the course are presented. The methods, application, and validity of the assessment and its use in assessing curriculum content and documenting changes are discussed. (CW)

Descriptors: *Agronomy; *College Science; *Competence; *Confidence Testing; Course Descriptions; *Educational Assessment; Higher Education; Science Education; *Self Evaluation (Individuals)

EJ410826 RC507851

Year-Long In-service Science Workshop: Changing Attitudes of Elementary Teachers toward Science and Science Teaching.

Bitner, Betty L.

Research in Rural Education, v6 n3 p53-58 1990

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJNOV90

Scores of 33 elementary science teachers on pre- and postmeasures of attitude toward science and science teaching showed that a year-long science workshop significantly reduced apprehension toward using science equipment, doing laboratory work, and discussing science topics. Contains 29 references. (Author/SV)

Descriptors: *Attitude Change; *Elementary School Teachers; Higher Education; Inservice Teacher Education; *Outcomes of Education; Program Evaluation; Rural Education; Science Teachers; *Teacher Attitudes; *Teacher Workshops Identifiers: Arkansas; *Science Anxiety; Science Attitude Scale for Inservice Elem Teacher

EJ410521 HE526841

The Accreditation Debate in Business Education.

Gray, James R.

Thought and Action, v6 n1 p85-92 Spr 1990

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJNOV90

The background and impetus for the emergence of a new accrediting agency for business administration education programs, one which recognizes innovation and emphasizes outcomes in terms of the success of program graduates, are outlined, and the formation of the new Association of Collegiate Business Schools and Programs is chronicled. (MSE)

Descriptors: *Accreditation (Institutions); *Accrediting Agencies; *Business Administration Education; Change Strategies; Educational Change; *Evaluation Criteria; Higher Education; *Outcomes of Education

Identifiers: *American Assembly Collegiate Schools of Business; *Association Collegiate Business Schools Programs

EJ410468 HE526788
Have Commencement Address, Will Travel.
Spaeth, Robert L.
College Teaching, v38 n2 p60-62 Spr 1990
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120) Journal Announcement: CIJNOV90

College students about to graduate are encouraged to resist the temptation to consider their educations finished when they leave the campus, to engage in lifelong education, and to strive to be a true amateur, in the original sense of the word. (MSE)

Descriptors: *College Instruction; *Educational Attitudes; *Educational Benefits; Higher Education; *Liberal Arts; *Lifelong Learning; *Outcomes of Education

EJ409558 SO520820

Instructional Objectives, Catechesis, and the Future.

Walters, Thomas P.

Religious Education, v85 n1 p84-91 Win 1990

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052) Journal Announcement: CIJOCT90

Target Audience: Teachers; Practitioners

Maintains that all teachers possess instructional objectives despite claims to the contrary. Defines instructional objectives as the understanding, attitudes, and skills that a teacher wants a learner to acquire. Discusses the instructional objectives of catechetical education. Examines the debate over catechetical education and instructional objectives. (RW)

Descriptors: *Behavioral Objectives; Educational Assessment; *Educational Objectives; *Educational Practices; *Educational Strategies; Elementary Secondary Education; Higher Education; Religion; *Religious Education; Religious Factors; *Role of Education

Identifiers: *Catholicism

EJ409294 SE546049
Nurturing Intellectual Development.
Woods, Donald R.
Journal of College Science Teaching, v19 n4 p250-52 Feb 1990
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJOCT90
Target Audience: Teachers; Practitioners

The use of taxonomic scales to assess the level of student cognitive development and thinking skills, and to structure instruction is discussed. One instructor's method is presented. Perry's taxonomy is graphically illustrated. Sources for five assessment instruments are listed. (CW)

Descriptors: *Cognitive Development; *College Science; Educational Assessment; Higher Education; *Instructional Design; Learning Strategies; Models; Science Education; *Science Instruction; *Teaching Methods
Identifiers: *Blooms Taxonomy; *Perrys Taxonomy

EJ408898 HE526753

The Measurement of Outcomes in the Assessment of Educational Program Effectiveness.

Kassebaum, Donald G.

Academic Medicine, v65 n5 p293-96 May 1990

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJOCT90

Target Audience: Administrators; Practitioners

A study showed that 80 percent of medical schools were collecting outcome data, but there was a lack of coherence, integrated analysis, and longitudinal study. The purpose of examining outcomes is to gain sharper focus on the achievement of institutional goals, facilitate program improvement, and assure competence of graduates. (Author/MLW)

Descriptors: *Educational Assessment; Higher Education; *Medical Education; *Outcomes of Education; *Program Effectiveness; *Program Evaluation Identifiers: Liaison Committee on Medical Education

EJ408506 EC230209

Whatever Happened to Those with Borderline IQ's?

Zetlin, Andrea; Murtaugh, Michael

American Journal on Mental Retardation, v94 n5 p463-69 Mar 1990

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJOCT90

Target Audience: Practitioners; Policymakers

A study of 20 learning-disabled former students with intelligence quotients between 70 and 84 was conducted to examine how they fared during the transitional year after leaving high school. Most expressed serious concerns for the future as they drifted between jobs and educational programs. (Author/JDD)

Descriptors: *Education Work Relationship; High Schools; *Learning Disabilities; *Mild Mental Retardation; *Outcomes of Education; Postsecondary Education; *Vocational Adjustment; Young Adults

EJ408064 CE521477

Research Trends, Topics, Results, Approaches and Funding in Continuing Higher Education 1989-1998: A Delphi Study.

Long, Huey B.

Continuing Higher Education Review, v54 n1 p1-10 Win 1990 Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJOCT90

A study identified research trends and developments in continuing higher education perceived by 10 deans and directors of university continuing higher education programs. Consensus level varied across the 150 items with unanimous agreement on one item, "converting program outcomes." Presents conclusions and implications. (Author)

Descriptors: Administrator Attitudes; *Continuing Education; *Delphi Technique; *Educational Research; *Educational Trends; Higher Education; Outcomes of Education

EJ408057 CE521470

The Case Method: A Nontraditional Interpretation of Closure. Douglas, Max E.

Journal of Education for Business, v65 n6 p251-54 Mar 1990 Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120) Journal Announcement: CIJOCT90

Proposes a more focused use of the case study method. A limited number of questions are posed before the reading and analysis of the case, and closure is facilitated by answering the questions. "The Scavenger Hunt" integrates key properties of both the formal and informal organization. (Author/JOW) Descriptors: *Administrator Education; *Business Administration Education; *Case Studies; Higher Education; Outcomes of Education; Teaching Methods Identifiers: *Scavenger Hunt

ED322224 TM015512

Programs and Plans of the National Center for Education Statistics. 1990 Edition.

Ogle, Laurence T., Ed.

National Center for Education Statistics (ED), Washington, DC. Jun 1990

109p.

Report No: NCES-90-668

Available From: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEDEC90

Government: Federal

Target Audience: Policymakers; Researchers

The National Center for Education Statistics (NCES) collects statistics on the condition of education in the United States, analyzes and reports the meaning and significance of these statistics, and assists states and local education agencies in improving their statistical systems. This publication contains a summary of all recent data collections and current data systems conducted by the NCES and information on the use of those collections. Information is provided on statistical data maintained on elementary and secondary education, postsecondary education, educational assessment, national longitudinal studies, vocational education and the major publications of the NCES. Under each of the educational categories of information, users of this manual will find information on data uses, plans for the future, selected publications and tabulations, data tapes, and the data collection calendar. Major publications that are described include: "The Condition of Education," "Digest of Education Statistics," and "Projections of Education Statistics". (TJH)

Descriptors: Agency Role; Databases; *Data Collection; Educational Assessment; *Educational Planning; Elementary Secondary Education; Federal Government; *Federal Programs; Longitudinal Studies; *National Programs; National Surveys; Postsecondary Education; Publications; *School Statistics; Vocational Education Identifiers: *National Center for Education Statistics

ED321703 HE023721

Assessment and Accountability in Higher Education. Proceedings Document (Sante Fe, New Mexico, December 5-7, 1989). ECS Working Papers. Education Commission of the States, Denver, Colo. 1990

32p.; For related documents, see HE 023 719-720.

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Available From: ECS Distribution Center, Suite 2700, 707 17th St., Denver, CO 80202-3427 (Order No. PA-90-2, $5.00).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEDEC90

Target Audience: Policymakers; Administrators; Practitioners The conference reported in this document was attended by representatives of seven states (Florida, Illinois, New Jersey, New Mexico, Tennessee, Virginia, and Washington). Participants focused on three key questions: (1) what are the issues and objectives behind assessment in each state? (2) what can be done regarding the implementation of assessment? and (3) how should the results be communicated? Concern with assessment was seen as reflecting interest in educational quality, as encouraging more effective use of resources, and as a means for faculty self-improvement. Variations across states were noted in terms of external forces, internal forces, initial fears and ultimate advantages of assessment as policy, and current issues. Suggestions directed at both campus leadership and state leaders are made for the improvement of assessment implementation especially in the areas of resolving differences between the two groups and maintaining good communication. A concluding section notes that the power of the assessment movement lies in the cogency of the questions it asks and that the biggest shortcoming of many state assessment initiatives is their failure to communicate a compelling set of reasons for mandated assessment. The conference agenda, a list of participants, and names of members of the Assessment Advisory Committee are included. (DB)

Descriptors: *Accountability; *Educational Assessment; Educational Improvement; Educational Policy; Educational Quality; Faculty Development; Higher Education; Leadership; *Outcomes of Education; *Policy Formation; *Program Evaluation; State Programs

Identifiers: Education Commission of the States

ED321702 HE023720

Assessment and the "New Accountability": A Challenge for Higher Education's Leadership. ECS Working Papers.

Ewell, Peter T.

Education Commission of the States, Denver, Colo. 1990

26p.; For related documents, see HE 023 719-721.

Available From: ECS Distribution Center, Suite 2700, 707 17th St., Denver, CO 80202-3427 (Order No. PA-90-3, $5.00).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEDEC90

Target Audience: Administrators; Policymakers; Practitioners The paper examines policy implications of recent trends toward state mandated assessment of higher education services. Two differing purposes of assessment, that of academic improvement and that of accountability, are distinguished. Current trends in how policy makers and higher educators approach a "new accountability" include seeing assessment as a mechanism for actively shaping institutional agendas toward greater attention to instructional quality. External requisites for accountability are based on three broad policy directives: re-establishing credibility, expanding the base of resources, and creating a vision for the future. In contrast, internal requisites for accountability also involve three policy directives: recreating standards for student competence and achievement, sending a clear message on priorities, and revitalizing curriculum and instructional practice. Effective assessment requires a commitment for the long term and state leadership that will sustain assessment as a process with academic integrity. Contains 10 references. (DB)

Descriptors: *Accountability; Compliance (Legal); *Educational Assessment; Educational Improvement; *Educational Trends; *Higher Education; *Policy Formation; State Legislation; State Standards; Trend Analysis Identifiers: Education Commission of the States

ED321701 HE023719

State Initiatives in Assessment and Outcome Measurement: Tools for Teaching and Learning in the 1990s: Individual State Profiles. ECS Working Papers.

Paulson, Christine P.

American Association for Higher Education, Washington, D.C.; Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association. May 1990

115p.; For related documents, see HE 023 720-721.

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Available From: ECS Distribution Center, Suite 2700, 707 17th St., Denver, CO 80202-3427 (Order No. PA-90-1, $7.50).

Document Type: RESEARCH REPORT (143); PROJECT DESCRIPTION (141)

Journal Announcement: RIEDEC90

Target Audience: Administrators; Practitioners

The state profiles contained in this document are based on a 1989 survey of statewide or systemwide approaches to assessment and outcomes measurement in postsecondary education. All 50 states, the territory of Puerto Rico, and the District of Columbia are included. A common format provides information on the following aspects: origins of the initiative, a description of the assessment initiative, the primary purpose of the assessment, whether or not common data or test results are collected in the state; whether institutions are required to report to the state about assessment or receive state-level approval of its initiative and how the initiative is funded. Additional comments provide information on state trends in assessment. An introductory reprint from the April 1990 issue of the AAHE (American Association for Higher Education) Bulletin contrasts the 1989 survey results with those obtained from a similar survey carried out in 1987. It is noted that (unlike the earlier group), most of the 1989 respondents clearly distinguished between assessment of basic student skills on entry and assessment of college outcomes; an increasing recognition of assessment as an identifiably distinct policy arena was also observed. Twenty seven states have identifiable assessment initiatives consisting of legislation or board policy in place with only eight states reporting no such initiatives being planned; most new state initiatives stress institutional flexibility; most states are requiring local fiscal support of assessment efforts; and most respondents saw the purpose of assessment to be instructional improvement rather than accountability. (DB) Descriptors: *Data Collection; *Educational Assessment; Financial Support; Higher Education; *Institutional Evaluation; National Surveys; *Outcomes of Education; Postsecondary Education; State Legislation; *State Standards; Trend Analysis

Identifiers: Education Commission of the States

ED321698 HE023716

Assessment of Institutional Effectiveness: Career Student Outcomes. AIR 1990 Annual Forum Paper.

Conklin, Karen A.

May 1990

18p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990). EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Kansas

Journal Announcement: RIEDEC90

Target Audience: Researchers

Johnson County Community College, a suburban Kansas community college, conducted annual one-year and three-year follow-up studies of career program completers and their employers. The college used the follow-up studies as a component of an institutional effectiveness assessment program, the purpose of which is to elicit evaluations of college programs and services, and to develop insights into career and educational experiences after students have left the college. The methodology consisted of a three-tiered approach incorporating contact with graduated students through telephone interviews, follow-up surveys for nonrespondents, and an annual employer survey which attempted to determine employer evaluations of the preparation received by former career program students at the college. The results of the studies indicated that the majority of respondents had achieved their educational objectives, progressed in their careers, and improved in a variety of cognitive and noncognitive behaviors as a result of their college experiences. Such studies are not only important to assess the college programs' effectiveness, but they also enhance cooperation between the college and local business and industry, and provide salary and placement data that can be utilized in recruitment efforts and career decision-making for future students. Contains seven references. (GLR)

Descriptors: College Graduates; *College Outcomes Assessment; Employer Attitudes; *Graduate Surveys; Higher Education; *Outcomes of Education; *Research Methodology; School Business Relationship; Student Placement; Two Year Colleges; *Vocational Followup

Identifiers: *AIR Forum; *Johnson County Community College KS

ED321682 HE023700

Using Student Involvement in Value-Added Outcomes Assessment. AIR 1990 Annual Forum Paper.

Williford, A. Michael

May 1990

30p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990). EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEDEC90

Target Audience: Researchers

Four different college classes at a midwestern university were surveyed in both their freshman and their senior years, with data collected from 2,069 students (a 72% response rate). A student involvement questionnaire (IQ) was used to demonstrate the merit of studying student involvement in a value-added outcomes assessment program by defining components of involvement and investigating change from the freshman to the senior year. Repeated measures multivariate analysis of variance (MANOVA) was performed on factors of academic involvement, social involvement, and goal commitment and satisfaction to determine whether significant change from the freshman to the senior year occurred, controlling for students' personal characteristics. Increases in involvement were found in extracurricular activities, satisfaction and commitment, academic contacts with faculty, and academic activities. Decreases in involvement were found in social peer activities. Using student involvement as a value-added outcome in educational assessment is discussed. Contains 39 references. (GLR)

Descriptors: Attitude Change; College Freshmen; *College Outcomes Assessment; Comparative Analysis; Higher Education; Institutional Research; Longitudinal Studies; *Outcomes of Education; Questionnaires; Research Methodology; *Student Evaluation; *Student Participation

Identifiers: *AIR Forum; Student Surveys

ED321681 HE023699

Taking Inventory: Identifying Assessment Activities. AIR 1990 Annual Forum Paper.

Underwood, David G.

May 1990

23p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990). EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; New Mexico

Journal Announcement: RIEDEC90

Target Audience: Researchers; Administrators; Practitioners A "formal information inventory" survey method was used to help educate a university campus about outcomes assessment while identifying assessment activities already being undertaken. The survey was sent to 102 individuals identified as being responsible for, or having knowledge of, any assessment activities within a department or area, with 93 responses for a response rate of 91%. The survey was designed to be brief, educational for the respondent, and effective in collecting information for the outcomes assessment coordinator. The survey uncovered 265 assessment activities being currently conducted or recently completed. In addition, 49 campus units expressed a willingness to participate in a pilot project in outcomes assessment. The survey also identified "Student Evaluation Studies", "Student Needs Studies", and "Student Evaluation of Teaching" as the three types of studies which could most effectively be used to make improvements to the programs or services of the respondents. One major area of concern was the relative lack of cognitive measures; efforts should be continued to develop and provide these outcome assessments as well. The value of this approach lies in the educational aspect of the instrument, the construction of an institutional statement regarding outcomes assessment, the project's high level of visibility, and the involvement of high level administrators. Contains 7 references. (GLR) Descriptors: *College Outcomes Assessment; *Evaluation Methods; Evaluation Needs; Higher Education; Institutional Research; *Measures (Individuals); Surveys

Identifiers: *AIR Forum; *Assessment Activities; Information Analysis

ED321678 HE023696

A Typology of Community College Student Behaviors: Defining Student Success and Student Failure. AIR 1990 Annual Forum Paper.

Aquino, Felix J.

May 1990

23p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990). EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Texas

Journal Announcement: RIEDEC90

Target Audience: Researchers

A model is presented for creating a community college student typology for the purpose of defining successful and unsuccessful student outcomes for each typology segment. The need for such a typology is addressed, as well as a description given of the computer techniques used to gather the baseline data upon which the typology is based, and the methodology used to generate the typology. The major portion of the study deals with the typology itself and the success criteria defined for each student type along with actual achievement percentages; these percentages are compared to the established goals assigned for each type. The typology was constructed out of two key variables: initial course load (one, two/three, or four and more) and stated intention (certificate/degree, job related, personal interest, and unsure/unknown). Contains eight references. (GLR)

Descriptors: *Academic Achievement; *Classification; *Community Colleges; Dropout Research; Higher Education; Models; Outcomes of Education; *Student Behavior; *Student Characteristics; *Student Evaluation; Success; Undergraduate Study

Identifiers: *AIR Forum

ED321673 HE023691

The Effects of Background, Coursework, and Involvement on Student's Grades and Satisfaction. AIR 1990 Annual Forum Paper.

Pike, Gary R.

May 1990

33p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990). EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEDEC90

Target Audience: Researchers

An examination was made of the relationship between grades and satisfaction from three distinct research viewpoints: (1) how satisfaction influences grades (as opposed to other research studying the reciprocal of grades influencing satisfaction); (2) the satisfaction of graduating seniors (rather than focusing on freshmen and sophomores); and (3) the hypothesis that grades and satisfaction are latent constructs rather than as directly measured variables. Subjects were 1,267 seniors at the hypothesis that grades and University of Tennessee at Knoxville. Study results indicated that satisfaction exerted a stronger influence on grades than grades did on satisfaction. More research was determined to be needed on seniors to assess the effects of involvement and coursework on students' educational outcomes. The research also supported the use of latent variable and nonrecursive models and the analyses of covariance structures because it forced researchers to think theoretically rather than enter variables in a regression equation. Contains 38 references. (GLR) Descriptors: Academic Achievement; *Background; College Seniors; Evaluation Methods; *Grades (Scholastic); Higher Education; Outcomes of Education; Relationship; *Satisfaction; State Universities; *Student Participation Identifiers: *AIR Forum; University of Tennessee Knoxville

ED321668 HE023686

The Impact of Faculty Research Activity on Measures of Undergraduate Student Growth and Academic Integration. AIR 1990 Annual Forum Paper.

Volkwein, J. Fredericks; Carbone, David

May 1990

20p.; Paper presented at the Annual Forum of the Association for Institutional Research (30th, Louisville, KY, May 13-16, 1990). EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; New York

Journal Announcement: RIEDEC90

Target Audience: Researchers; Administrators; Practitioners A variety of departmental and student outcomes data was obtained and analyzed from faculty and graduating seniors in 27 academic departments located at a university classified by the Carnegie Foundation as a Research II institution. The purpose of the study was to determine: (1) whether strong research orientation by an academic department promotes or hinders student learning and growth; and (2) if differences in departmental teaching and research climates are associated with differences in the academic integration and intellectual growth of the undergraduates who major in those academic disciplines. The combined responses of over 650 randomly selected seniors, as well as interviews with deans and department chairs, showed that a vigorous research orientation by an academic department, particularly when combined with attention to teaching responsibilities, has a beneficial influence on the academic integration and intellectual growth of their undergraduate majors. Contains 29 references. (GLR)

Descriptors: College Faculty; *College Instruction; *College Outcomes Assessment; Educational Background; *Educational Environment; Higher Education; Institutional Research; Research Universities; *Student Development; Undergraduate Students; Undergraduate Study

Identifiers: *AIR Forum; *Teacher Researcher Relationship

ED321100 CE055259

A Follow-up Study of the 1989 Graduates of Postsecondary Vocational-Technical Programs in Montana.

Northern Montana Coll., Havre. Montana Center for Vocational Education, Research, Curriculum and Personnel Development. May 1990

45p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Montana

Journal Announcement: RIEDEC90

A study of the 1989 graduates of postsecondary vocational-technical programs in Montana was designed to provide insight into how graduates selected the schools, their level of satisfaction with training and student services provided while they were in school, and information on their present employment and plans for the future. Survey packets were mailed to 1,292 graduates of 9 participating schools in February 1990. The response rate was 44 percent after 2 follow-up contacts. Among the findings were the following: (1) almost half, or 48 percent, of the graduates chose their school for preparation for a job to be obtained; (2) an additional 23 percent chose it to improve existing skills; (3) 87 percent of the respondents felt that their course work had been of direct benefit in meeting needs of future career plans; (4) 23 percent indicated they had not used financial aid services; (5) 39 percent had not used counseling services; (6) 37 percent had not used job placement services; (7) 31 percent had not used learning laboratories or tutorial services; (8) 50 percent were employed full time, 18 percent part time, 15 percent were continuing their education, and 10 percent were unemployed; (9) of those employed, 61 percent indicated their job was directly or closely related to their training; and (10) 55 percent indicated that they were satisfied with their jobs. (The report includes 25 data tables and the survey form.) (CML)

Descriptors: Counseling; *Education Work Relationship; *Graduate Surveys; Job Placement; *Outcomes of Education; Postsecondary Education; *School Choice; Student Financial Aid; *Student Personnel Services; Technical Education; Tutoring; Vocational Education; *Vocational Followup. Identifiers: *Montana

ED320948 TM015219

Assessment of College Outcomes: Student Educational Goal Attainment.

Seybert, Jeffrey A.

Apr 1990

17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; Kansas

Journal Announcement: RIENOV90

The assessment of the institutional effectiveness of community colleges is illustrated through a description of the assessment program used by Johnson County Community College in Overland Park (Kansas). Emphasis is on measures of the degree to which students meet their educational objectives, identified through career, transfer, and "leaver" statistics. The model used contains several components, including student and former student surveys, cognitive outcomes assessment, systematic program review, grade and attrition reports, and occasional community surveys and projects. A career student follow-up conducted in 1989 for students who completed a career program in 1985-86, surveyed 292 former students (75.8% of those contacted). A transfer student follow-up in 1989 sought information from students who had transferred to a four-year college. A mail survey resulted in 1,357 responses (27.8% of those identified). The survey of students who left the community college identified 8,624 who had attended some classes in 1988-89, but who did not reregister in 1990. A total of 2,847 completed surveys were returned by this group, a response rate of 33.0%. The types of data collected from these surveys provided valuable information about overall institutional effectiveness through a method particularly suited to the community college, where students' educational objectives may be extremely varied. Four tables present study data. (SLD)

Descriptors: *College Students; *Community Colleges; Educational Assessment; *Educational Attainment; Followup Studies; Graduate Surveys; Higher Education; *Outcomes of Education; *School Effectiveness; Student Attrition; *Student Educational Objectives; Transfer Students; Two Year Colleges; Withdrawal (Education)

Identifiers: *Johnson County Community College KS

ED320840 SO030000

Education and Earning in Peru's Informal Nonfarm Family Enterprises. Living Standards Measurement Study Working Paper No. 64.

Moock, Peter; And Others

World Bank, Washington, D. C. 1990
57p.
Report No: ISBN-0-8213-1440-8
Available From: World Bank, Publications Sales Unit, Dept. F, 1818 H Street, NW, Washington, DC 20433.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIENOV90
Government: International
Target Audience: Researchers

Data from the 1985 Living Standards Survey in Peru were studied in this analysis of non-farm family businesses from the informal sector in order to categorize 2,735 family enterprises and to explain the earnings per hour of family labor. Most of the existing research on the self-employed uses the individual as the unit of analysis; however, this study uses the enterprise as the unit of analysis and asks whether schooling makes a difference in family income. Generally these businesses are loosely organized, pay no taxes, and employ a large segment of the Peruvian working sector. Regression analyses show significant effects of schooling on earnings. Returns differed markedly among four sub-sectors and by gender and by location (Lima, other cities, rural). The results were consistent with education being valueless in traditional activities but having a positive effect in jobs requiring literacy, numeracy, and adjustment to change. Post secondary education had a fairly high and significant pay off in urban areas for both women and men. A 20-item bibliography and 11 tables of statistical data are included. (NL)

Descriptors: *Developing Nations; Economic Factors; *Education Work Relationship; *Entrepreneurship; Higher Education; *Living Standards; *Outcomes of Education; *Research Projects; Self Employment; Womens Studies Identifiers: *Peru

ED320638 JC900363

The President's Role in Student Tracking.

Palmer, Jim

George Mason Univ., Fairfax, VA. Center for Community Coll. Education.

Jul 1990. 12p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Virginia

Journal Announcement: RIENOV90

Today's outcomes assessment movement places great expectations on a college's ability to generate longitudinal data on student flow and achievement. Though computers and data managers will play an important role in meeting these expectations, outcomes assessment is not just a data collection task. Its success depends on how clearly the goals of the inquiry are stated and how the results of the inquiry are used. The president's involvement will ensure that data collection yields needed insights into student goals and expectations and the effects of college experience on their career and academic development. A central leadership task is to specify the indicators of student progress and outcomes that the college will use. These indicators should be tied to the college's mission, have clear operational definitions, and allow the college to spot trends in such areas as course completion, retention, transfer, and job attainment rates. While much of the data for a tracking system is available through routine student records, tracing the academic and career experiences of students once they leave the college is more difficult. Presidents can help overcome these difficulties by committing sufficient financial resources to follow-up studies and personally working with the presidents of neighboring four-year colleges. Presidents should also play a role in setting guidelines for reporting and using student tracking data. They should require that outcomes reports be brief; focus on no more than one, clearly defined indicator at a time; avoid rank-order comparisons and complex inferential statistics; and stress that indicators are not absolute measures. (WJT)

Descriptors: *Administrator Role; *College Outcomes Assessment; *College Presidents; Community Colleges; Data Analysis; *Data Collection; Higher Education; Outcomes of Education; *Research Design; Research Utilization; Student Records; Two Year Colleges

ED320468 HE023373

Promoting Active Learning in Freshmen: The Ursinus College Academic Orientation Workshop for Freshmen and Transfer Students. Outcome Evaluation. Results of a Two-Month Follow Up Study.

Chambliss, Catherine

1990

14p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIENOV90

Target Audience: Practitioners

Modifying the classroom behavior of passive college students is central to the task of improving education. At Ursinus College in Pennsylvania, an Academic Orientation Workshop for freshmen was designed to communicate the college's expectations of high student involvement in classes from the outset of the student's college experience, in order to promote active learning. In the workshop, students viewed a videotape emphasizing active involvement in terms of both class participation and effective listening skills. Small group discussions about the videotape then took place. In order to measure the impact of the workshop, a follow-up study was conducted 2 months after the fall orientation program. The study assessed student attitudes about the importance and appropriateness of active student participation in college courses. Compared to nonparticipants, students who had experienced the workshop reported that they participated more in college than high school classes, reported higher rates of oral class participation, and reported more certainty that faculty members want students to share opinions in class. An appendix contains the script used to train workshop leaders. Includes four references. (JDD) Descriptors: *Class Activities; *College Freshmen; Followup Studies; Higher Education; *Learning Strategies; Listening Skills; Outcomes of Education; Private Colleges; *Program Evaluation; Program Implementation; Student Attitudes; Student Behavior; *Student Participation; Videotape Recordings; Workshops

Identifiers: *Active Learning

ED319802 TM015102

Development of an Effectiveness Criteria Model for Evaluating Vocational Education.

Jordan, K. Forbis; Lyons, Teresa S.

Arizona State Univ., Tempe. Apr 1990

17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; Arizona

Journal Announcement: RIEOCT90

The development of evaluation criteria for Indiana's three-level system for delivering vocational and technical education (VTE) is described. The comprehensive program covers planning, delivery, and coordination. The coordinating body is the Indiana Commission on Vocational and Technical Education. State-level administering agencies are the Commission on Higher Education, Department of Employment and Training Services, and Department of Education. Programs are conducted by 302 school districts, 49 area vocational districts, 7 public postsecondary institutions, independent colleges and universities, private proprietary schools, community organizations, and other agencies. The Commission awarded Phi Delta Kappa International (PDK) a contract to develop evaluation criteria for VTE. PDK then contracted for a description of the state evaluation system, a review of pertinent research, and a study of practices used to evaluate VTE in other states. National and state advisory committees were also appointed. Criteria, focusing on program effectiveness, have been developed for all levels. For each criterion, process criteria were identified for use by agencies in their internal assessments. Additions or deletions in the process criteria may be necessary to insure applicability and relevance. Minimal reporting for the agency or program provider is balanced with the necessary amount of information for evaluation purposes. (TJH)

Descriptors: Advisory Committees; Coordination; Delivery Systems; *Educational Assessment; Educational Planning; *Evaluation Criteria; Models; Outcomes of Education; Postsecondary Education; Program Effectiveness; *Program Evaluation; *State Programs; *Technical Education; *Vocational Education Identifiers: *Indiana

ED319745 TM014754

Classroom Texts: An Investigation of the Correlative Features of Assigned Reading and Test Performance. Applied Educational Research and Evaluation. Rochlin, Joyce T.; Weislogel, Louis F.

Feb 1990

37p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEOCT90

The correlative features of assigned reading and in-class performance were evaluated for 75 students enrolled in psychology classes in two community colleges in Maryland. Four tests and a final examination were used to measure in-class performance as a function of rates of reading and times of attendance. Control for content was attempted by assigning a different book to one of the classes. Times of attendance were varied to control for assumptions about the differences between students who attend daytime and those who attend evening classes. Based on these manipulations, no statistical differences were found between the students' reading and successful course outcomes; students were equally successful whether or not they read the assigned text. There were no differences in the performance of students in morning, afternoon, or evening classes. Suggestions for alternatives to assigned texts included selected materials and the self-motivated use of outside sources. Seven data tables and one figure are included. (Author/SLD)

Descriptors: *Academic Achievement; Classroom Techniques; *College Students; Community Colleges; Comparative Testing; *Correlation; Evening Programs; Higher Education; Homework; *Individualized Reading; Outcomes of Education; Psychology; *Reading Assignments; Reading Materials; School Schedules; Scores; *Test Results

ED319347 HE023542

Enhancing Affective and Cognitive Outcomes of Minority Pre-Business Students: A Program Evaluation.

Pfaehler, Brenda

Apr 1990

68p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

EDRS Price - MF01/PC03 Plus Postage.

Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150); TEST, QUESTIONNAIRE (160)

Journal Announcement: RIEOCT90

Target Audience: Practitioners

This study describes the development of the Learning Center at the School of Business at the University of Wisconsin-Madison. The Center was established to provide support for minority students taking pre-business courses required for entrance to the School, such as accounting, economics, and business statistics; to demonstrate positive affective and cognitive outcomes; and to demonstrate increased minority retention and successful enrollment in the School of Business. The Center provided academic support in a small study group format and sought to develop students' metacognitive skills. The evaluation report found that the Center served 179 students during the first semester and 210 students the second semester. Of this total, 136 were minority students, indicating that the Center served nearly 80% of the targeted student population. Affective evaluations were overwhelmingly positive, with negative comments relating primarily to administrative needs. The relationship of student grades and amount of Center utilization indicated a positive correlation. The percentage of minority students admitted to the School of Business rose from 3.9% to 6.0%. Of the new enrollees, 76.4% had used the services of the Center. Survey instruments and individual comments from the survey are included in the appendices. Includes 29 references. (JDD)

Descriptors: Academic Achievement; Academic Persistence; *Business Administration Education; Cognitive Development; *Compensatory Education; Higher Education; Humanistic Education; Metacognition; *Minority Groups; Outcomes of Education; Program Evaluation; Selective Admission; *Social Support Groups; *Study; Undergraduate Study

Identifiers: University of Wisconsin Madison

ED319291 HE023458

Linking Outcomes Assessment and the Freshman Experience.

Banta, Trudy W.

Center for Assessment Research and Development, Knoxville, TN. 20 Feb 1990

16p.; Remarks prepared for the Annual Conference of the Freshman Year Experience (Columbia, SC, February 20, 1990).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEOCT90

Target Audience: Practitioners

This paper cites several examples of the outcomes assessment activities taking place on college campuses and their impact on the freshman educational experience. Outcomes assessment is viewed as the impetus for faculty to make responsive improvements in higher education practices. Improvements derived from assessment activities are being implemented in the areas of registration and preregistration, advising and student-faculty contact, computer usage, emphasis on basic skills, general education, staff development, student-student contact, and curriculum-related matters. Includes 14 references. (JDD) Descriptors: *College Freshmen; Educational Experience; *Educational Improvement; Educational Practices; *Evaluation Research; *Evaluation Utilization; Higher Education; *Outcomes of Education; *Research Utilization; Student Evaluation

ED319143 EA021863
National Goals for Education.
Executive Office of the President, Washington, D.C. Feb 1990 10p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT90
Government: Federal

At the education "summit" held in 1989 in Charlottesville, Virginia, the President and the Governors called for the establishment of clear national performance goals designed to make the United States internationally competitive. Six national education goals, to be reached by the year 2000, were identified as the first step in carrying out that commitment. The goals are as follows: (1) All children in America will start school ready to learn; (2) the high school graduation rate will increase to at least 90 percent; (3) American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; they will also have learned to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy; (4) U.S. students will be first in the world in science and mathematics achievement; (5) every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship; and (6) every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. Several objectives are given under each goal, and the document concludes with brief guidelines for the changing and restructuring of the U.S. educational system that will be necessary to achieve these goals. (MLF)

Descriptors: *Educational Assessment; *Educational Improvement; *Educational Objectives; Educational Trends; Elementary Secondary Education; *Excellence in Education; *Futures (of Society); Government Publications; Higher Education; Literacy Education; Preschool Education; Presidents of the United States; School Restructuring

ED319086 CS507162

Assessment of Basic Oral Communication Skills. A Selected, Annotated Bibliography. Second Edition.

Gray, Philip A.

Speech Communication Association, Annandale, Va. Apr 1990 5p.; For the first edition, see ED 289 200.

Available From: Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 (free).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEOCT90

This annotated bibliography contains 44 references, dated from 1976 to 1989, intended for educators concerned with assessment of basic speaking and listening skills, with particular emphasis on minimal competency testing and basic skills improvement programs. The materials cited do the following: (1) assess broad assessment issues; (2) review a variety of test instruments; (3) report assessment practices throughout the states; and (4) focus specifically on the assessment of speaking, listening, and functional communication skills. (KEH)

Descriptors: Ability Identification; Annotated Bibliographies; Basic Skills; *Communication Skills; *Educational Assessment; Elementary Secondary Education; Higher Education; Interpersonal Communication; *Listening Skills; *Minimum Competency Testing; Skill Development; *Speech Skills; Student Evaluation

ED318914 CE054838

Vocational Education Performance Standards. ERIC Digest No. 96. Imel, Susan

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

1990

3p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Contract No: RI88062005

Report No: EDO-CE-90-96

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: ERIC PRODUCT (071)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEOCT90

Pending legislation for the reauthorization of the Carl D. Perkins Vocational Education Act mandates the development of performance indicators or standards, which are also called educational indicators, quality indicators, outcome indicators, performance standards, and performance measures. There is general agreement that indicators or standards are single or composite statistics that reveal something about the performance or health of an educational system. Three of the most frequently used outcome measures developed for vocational education in the last decade are labor market (including job placement, earnings, and the duration of employment and unemployment), learning (most often measured in occupational competency testing), and access (monitoring the numbers of women, minorities, and students with special needs who are enrolled in programs). None of the outcome measures currently in use appears to be sufficient when used singly, although some combination of labor market, learning, and access outcomes seems promising. Illinois and Minnesota are working on such combinations. Developing and implementing a system of performance standards for vocational education requires making demanding decisions on performance assessment, accountability, and actions. Among potential problems are the impact of performance standards on those whom the program serves, the influence of performance standards on the types of training provided, the difficulty of meeting multiple standards, and the difficulty of adjusting standards for programs in different labor markets. (CML) Descriptors: Access to Education; *Accountability; *Competence; *Educational Quality; Employment Level; Job Skills; Occupational Tests; *Outcomes of Education; Performance; Postsecondary Education; *Program Evaluation; Secondary Education; *Standards; Vocational Education

Identifiers: *Carl D Perkins Vocational Education Act 1984; ERIC Digests

ED318882 CE054683

Characteristics of "Established" Students: A Descriptive Study of Married 30-50 Year Old Reentry Students. Teaching Learning Issues No. 67.

Wilson, Jeanette D.

Tennessee Univ., Knoxville. Learning Research Center.

Teaching-Learning Issues, n67 Spr 1990 1990

20p.; Document contains colored paper and print.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: SERIAL (022); REVIEW LITERATURE (070)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEOCT90

A review of literature and a survey of 218 adult students (44% return) at the University of Tennessee, Knoxville, revealed a surprisingly large number (about one-third) of reentry students are those labeled "established." They are married, 30-50 years old, likely to have children, and live in a dual worker/career marriage within commuting distance of the university. Spouse example was influential in encouraging them to reenter, and family support has been maintained during the education process. If there were changes in family interaction, they were reported as more likely to be positive than negative. Most students reenter as sophomores, make satisfactory progress, and achieve excellent grades in an earnest effort to earn a degree. With the exception of men in engineering, sex-role stereotyping is not apparent in gender-differentiated analysis of the three most common major fields of study. These reentry students do not seem likely to present unusual demands on the university resources or teaching skills. On the contrary, these students are serious about their education and provide unique potential resources for both individual instructors and institutions. In addition, they are likely to promote the goals of the university in the future. (KC)

Descriptors: Adult Students; *College Students; Educational Needs; Educational Trends; Higher Education; *Married Students; *Nontraditional Students; Outcomes of Education; *Reentry Students; *Student Characteristics; *Student College Relationship; Student Motivation

Identifiers: *University of Tennessee Knoxville

EJ407957 TM515021

Program Review, Accreditation Processes, and Outcomes Assessment: Pressures on Institutions of Higher Education.

Lincoln, Yvonna S.

Evaluation Practice, v11 n1 p13-23 Feb 1990

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJSEP90

Trends over the past 25 years calling for accreditation, program evaluation, and outcomes assessment for higher education institutions are briefly reviewed. The cooperative market model of institutional research and self-study is outlined, which involves cooperation among institutions, accrediting bodies, state departments of education, and state legislatures. (TJH) Descriptors: Accountability; *Accreditation (Institutions); Agency Cooperation; *Cooperative Programs; Cost Effectiveness; *Educational Trends; Higher Education; Institutional Cooperation; *Institutional Evaluation; Outcomes of Education; *Program Evaluation

EJ406857 EA524313
Education and Its Double-Edged Impact on Mobility.
Borsch-Supan, Axel
Economics of Education Review, v9 n1 p39-53 1990
Language: English
Document Type: JOURNAL ARTICLE (080); DICTIONARY (134); STATISTICAL MATERIAL (110)
Journal Announcement: CIJSEP90

Using the Poisson regression approach, this paper analyzes 1982 Panel Study of Income Dynamics data on 736 household heads to determine the influence of education on labor and geographic mobility are governed by different behavioral mechanisms. A high educational attainment level inhibits labor mobility, but increases geographic mobility. Includes 14 references. (MLH) Descriptors: *Educational Attainment; *Education Work Relationship; Elementary Secondary Education; Higher Education; *Labor Economics; *Mobility; *Occupational Mobility; *Outcomes of Education

EJ405541 HE526528
Assessment of Educational Outcomes in Pediatric Dentistry: A Site Examiner's Perspective.
Casamassimo, Paul S.
Journal of Dental Education, v53 n3 p191-93 Mar 1990
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120) Journal Announcement: CIJAUG90

Outcomes assessment reduced to its simplest definition is quality control. Characteristics of the new Accreditation Standards for Dental Education Programs include: patient oriented, take a definite posture in relation to the specialties, create a minimally educated practitioner, are process oriented, and provide a form of quality assurance in education. (MLW) Descriptors: Accreditation (Institutions); *Dental Schools; *Dentistry; *Educational Assessment; Educational Quality; Higher Education; *Medical Education; *Outcomes of Education; *Pediatrics; Program Development; Quality Control

Identifiers: *Accreditation Standards; American Dental Association; Commission on Dental Accreditation

EJ405540 HE526527

Educational Outcomes: Their Impact on Graduate Pediatric Dentistry Education. Adair, Steven M.

Journal of Dental Education, v53 n3 p188-90 Mar 1990

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120) Journal Announcement: CIJAUG90

Six outcomes of professional competence that can be applied to postdoctoral pediatric dentistry training are: conceptual, contextual, technical, interpersonal communications, integrative, and adaptive competence. Questionnaire-type surveys are probably the best means of assessing the contextual, interpersonal, and adaptive competencies of graduates. (MLW) Descriptors: *Dental Schools; *Dentistry; *Educational Assessment; Educational Objectives; Educational Quality; Graduate Study; Higher Education; *Medical Education; Models; *Outcomes of Education; *Pediatrics; Postdoctoral Education; Pretests Posttests; Program Evaluation; Student Evaluation

EJ405539 HE526526

Defining and Assessing Affective Outcomes in Undergraduate Pediatric Dentistry.

Cullen, Claire L.

Journal of Dental Education, v53 n3 p184-87 Mar 1990

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120) Journal Announcement: CIJAUG90

The affective aspect of the curriculum is defined as the development of appropriate and measurable values such as ethical behavior, honesty, tolerance, and becoming a life-long learner. In outcome assessment of the affective category, the goal is to evaluate the transition of the student to a professional. (MLW)

Descriptors: Affective Behavior; *Affective Objectives; Comparative Analysis; Dental Schools; *Dentistry; *Educational Assessment; Higher Education; *Medical Education; *Outcomes of Education; *Pediatrics; Pretests Posttests; Psychometrics; Student Attitudes

EJ405538 HE526525

Defining and Assessing Knowledge and Skill Outcomes in Undergraduate Pediatric Dentistry Education.

Hanes, Carole M.

Journal of Dental Education, v53 n3 p181-83 Mar 1990

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120) Journal Announcement: CIJAUG90

Methods of assessing the general goals for the Pediatric Dentistry Department at the Medical College of Georgia School of Dentistry are discussed. Goals are: (1) to prepare dentists to provide comprehensive dental care for the pediatric patient; (2) to create positive attitudes toward pediatric dentistry; (3) to encourage students to seek to further their knowledge. (MLW) Descriptors: *Dental Schools; *Dentistry; *Educational Objectives; *Evaluation Methods; Higher Education; Knowledge Level; *Medical Education; *Outcomes of Education; Pediatrics; Program Evaluation; Skills; Undergraduate Study

Identifiers: *Medical College of Georgia; National Board Examinations

EJ405474 HE526461
Assessing Curricular Outcomes--The US Experience.
Hutchings, Patricia A.; Marchese, Theodore J.
Higher Education Management, v2 n1 p20-26 Mar 1990
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); POSITION PAPER (120)
Journal Announcement: CIJAUG90

More public institutions are now required to assess student learning outcomes. A look at Virginia and New Jersey shows these requirements vary, but mandated assessment may not produce needed improvements. Inadequate assessment methodologies, faculty resistance, and a lack of clarity about the use of results make this movement uncertain. (Author/MLW)

Descriptors: Accountability; *College Administration; *College Curriculum; Comparative Analysis; *Educational Assessment; Higher Education; Learning; *Outcomes of Education; Program Effectiveness; State Standards Identifiers: *New Jersey; *Virginia

EJ404748 CE521329

Current Status of Outcomes Assessment at the MBA Level.

Edwards, Donald E.; Brannen, Dalton E.

Journal of Education for Business, v65 n5 p206-12 Feb 1990 Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAUG90

Because of the rapidly evolving importance of the evaluation process in higher education, a survey of the 657 domestic members of the American Assembly of Collegiate Schools of Business was conducted to gather information concerning outcomes assessment relative to MBA programs. Results indicate that the programs are assessed through testing procedures, student perceptions, and employer observations. (JOW)

Descriptors: *Business Administration Education; *Educational Quality; Evaluation Methods; Higher Education; *Masters Degrees; *Outcomes of Education; *Program Evaluation

EJ404730 CE521311
Correctional Higher Education: Reduced Recidivism?
O'Neil, Marian
Journal of Correctional Education, v41 n1 p28-31 Mar 1990 Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG90

A study sought to determine if there was a lower rate of recidivism among those who had participated in postsecondary education (n=129) while incarcerated as compared to the recidivism found among those who qualified for such a program but did not attend (n=129). Some decrease in recidivism was found among program participants. (Author/JOW)

Descriptors: *Correctional Education; *Outcomes of Education; Postsecondary Education; *Recidivism

ED318775 TM014863

Differences between Teachers and Students in Opinions about Testing and Test Use.

Green, Kathy E.

Apr 1990

11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Colorado

Journal Announcement: RIESEP90

Studies of teacher use of tests suggest that classroom tests are widely used and standardized test results are rarely used. Previous comparisons of preservice and inservice teachers' attitudes toward assessment suggest few differences. Differences in opinions about the use of classroom and standardized tests were assessed via surveys of three groups: 84 college sophomores beginning a teacher education program; 152 college seniors completing a teacher education program, but without student teaching experience; and 553 inservice teachers in a western state. Significant differences in opinions were found, with inservice teachers having more favorable attitudes than teacher education students toward classroom testing and less favorable attitudes toward standardized testing. This difference may reflect current realities of test use in teachers' and students' lives. Two data tables and a 25-item list of references are included. (SLD) Descriptors: Classroom Techniques; *College Seniors; College Sophomores; Comparative Analysis; Educational Assessment; Higher Education; *Professors; *Standardized Tests; *Student Attitudes; *Teacher Attitudes; Teacher Education; Teacher Made Tests; *Test Use

Identifiers: Student Surveys; Teacher Surveys

ED318521 JC900246

An Assessment of College and Vocational Preparatory Programs: Report and Recommendations of the Postsecondary Education Planning Commission. 1990-Report 8.

Florida State Postsecondary Education Commission, Tallahassee. 19 Apr 1990

91p.; Appendices A and B (Florida statutes and regulations) virtually illegible. Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act, Chapter 89-253, Laws of Florida. EDRS Price - MF01/PC04 Plus Postage.

Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP90
Government: State
Target Audience: Policymakers

In 1989, a study was conducted to assess college and vocational preparatory programs in Florida's community colleges and at Florida A & M University. With respect to college preparatory programs in Florida, the study looked at organizational structure, state-level coordination, student placement, enrollment, student characteristics, program descriptions and evaluations, student retention and progression, performance on the College-Level Academic Skills Test, faculty, relations with the state university system, and funding. Regarding vocational preparatory education, the study investigated organizational structure, entry-level testing, enrollment, student characteristics, delivery of instruction, remediation and retention, and funding. Major issues emerging from the study were state-level coordination, financing, placement in preparatory programs, completion of preparatory requirements, and postsecondary/secondary coordination. Recommendations developed to address these issues included the following: (1) the Division of Community Colleges (DCC) and the Division of Vocational, Adult, and Community Education (DVACE) should each conduct a program review of vocational preparatory programs by no later than 1992-93; (2) one comprehensive annual analysis should be prepared jointly by the DCC, DVACE, and the Division of Public Schools, in order to assist local and state decision makers in evaluating vocational program quality; (3) guidelines should be developed to link special program funds to improved completion rates by college preparatory students; and (4) the appropriateness of current placement examinations and minimum scores for college placement should be periodically assessed. Appendixes include Florida statutes and codes related to preparatory programs, course approvals and designated area vocational education schools, selected results from surveys of remedial program and vocational deans, and vocational and college preparatory cost analyses. (WJT)

Descriptors: Administrative Organization; Basic Skills; College Faculty; *College School Cooperation; Community Colleges; Educational Assessment; Enrollment; Higher Education; *Instructional Student Costs; Intercollegiate Cooperation; Program Costs; *Remedial Programs; School Holding Power; State Legislation; State Surveys; State Universities; *Statewide Planning; Student Characteristics; *Student Placement; Two Year Colleges; *Vocational Education Identifiers: *Florida

ED318520 JC900245

The Structure of Public Postsecondary Education in Florida: Report and Recommendations of the Postsecondary Education Planning Commission, 1990--Report 9. Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act, Chapter 89-253, Laws of Florida. Florida State Postsecondary Education Commission, Tallahassee. 19 Apr 1990

84p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIESEP90

Government: State

In 1989, a study was conducted to examine the structure of public postsecondary education in Florida, focusing on the missions, locations, and capacity of existing institutions in light of projected population and enrollment trends over the next decade. Interviews were conducted with over 40 Florida education policy leaders, including staff and leaders from community colleges, public universities, and independent institutions. The study found that the capacities of postsecondary institutions were being strained by the state's rapidly growing population and demand for services. The following priority goals were identified: strengthen long range, statewide planning; improve undergraduate education; and improve the enrollment, retention, and graduation of the state's minority students. Specific recommendations included the following: (1) the existing structure for the governance and delivery of Florida's postsecondary education should be maintained; (2) planning processes of the state university and community colleges should occur within the framework of the Master Plan for Florida Postsecondary Education; (3) a statewide planning process should be developed for creating new postsecondary institutions; (4) joint-use university facilities involving a university presence on a community college campus should be located no more than one hour from a main university campus; (5) independent colleges and universities should be consulted in state planning for future postsecondary services; (6) Florida's two-plus-two system should be reinforced in all enrollment planning and policy development; (7) the impact of limited access programs on the ability of both native lower-division students and community college students to enter the upper division should be monitored; and (8) an evaluation and reward system should be developed to promote effective teaching. The bulk of the document is a consultant's report, "An Examination of the Overall Structure for the Delivery of Public Postsecondary Education in Florida," which is attached. Ten tables of data are appended. (WJT)

Descriptors: *College Planning; Community Colleges; Educational Assessment; Educational Development; *Educational Needs; Educational Objectives; Enrollment; Enrollment Trends; *Governance; Higher Education; Minority Groups; Population Trends; *Postsecondary Education; Public Colleges; State Surveys; State Universities; *Statewide Planning; Two Year Colleges

Identifiers: *Florida

ED318496 JC900203

A Study of the Relative Effect of the Community College on Transfer Students: Achievement and Satisfaction.

Phelan, Daniel J.; Kirkland, Travis P.

22 Apr 1990

33p.; Paper presented at the Annual Meeting of the Council of Universities and Colleges at the Annual Convention of the American Association of Community and Junior Colleges (70th, Seattle, Washington, April 22, 1990). EDRS Price - MF01/PC02 Plus Postage.

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Iowa

Journal Announcement: RIESEP90

In 1989, North Iowa Area Community College (NIACC) conducted a study of transfer students to examine the relative effect of college attendance on academic achievement, transfer students' satisfaction with their college experience, and the college's fulfillment of general education goals. The study examined the length of exposure to college effects, as measured by total semester credit hours (SCH) earned, and student satisfaction with NIACC as determined through a mailed survey. Study findings, based on a 61.24% response rate, included the following: (1) a significant relationship existed between SCH earned at NIACC and the level of transfer student satisfaction with NIACC preparation for the workplace; (2) no significant difference or relationship was observed between SCH earned at NIACC and grade point average at graduation from a four-year institution; (3) no difference was observed between SCH and student satisfaction with the extent to which NIACC had prepared them as individuals, citizens, or family members; (4) the number of SCH earned at NIACC had little or no influence to student outcomes. However, the data did prove that the length of community college attendance was not negatively related to selected student outcomes. Appendixes state the purposes and hypotheses of the study, list general education goals, report findings from previous studies on community college effects, present the demographic characteristics of NIACC students, and offer a summary and conclusions. (JMC) Descriptors: Academic Achievement; Accountability; College Attendance; College Credits; *College Transfer Students; Community Colleges; Higher Education; Mail Surveys; *Outcomes of Education; *Participant Satisfaction; *Student College Relationship; Student Educational Objectives; Two Year Colleges

ED318385 HE023482
The Benefits of Summer Bridge Programs for Underrepresented and Low-Income Students.
Ackermann, Susan P.
Apr 1990
34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIESEP90
Target Audience: Administrators; Policymakers; Practitioners The study sought to determine the effects of a summer bridge program on the academic, personal, and social development of underrepresented and low-income students during their first year at the University of California, Los Angeles. The 1988 cohort of students enrolled in the Freshman Summer Program/Transfer Summer Program (FSP/TSP) were tracked through their first two quarters, collecting both attitudinal and academic data. FSP/TSP is a 6-week program with a curricular component involving either an intensive mathematics course or English composition/general education course. Data from 265 students suggest that summer bridge programs can help facilitate students' transition and adjustment to university life and improve their academic performance and persistence rates. FSP/TSP has proven that a strong curricular component can help teach students how to participate and succeed in an academic environment. The programs can also help underrepresented and low-income students adjust and adapt to university life and help them become members of the campus community. Includes 34 references. (Author/JDD)
Descriptors: College Freshmen; College Programs; *Compensatory Education; Economically Disadvantaged; *Educationally Disadvantaged; Higher Education; Outcomes of Education; Program Effectiveness; *Remedial Programs; *School Orientation; Student Adjustment; Student Development; *Summer Programs; Transfer Students; *Transitional Programs

ED317586 TM014638

Computer-Assisted Writing Skill Assessment Using WordMAP (TM).

Breland, Hunter M.; Lytle, Eldon G.

Apr 1990

19p.; Paper presented at the Annual Meetings of the American Educational Research Association (Boston, MA, April 16-20, 1990) and the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEAUG90

The utility of computer analysis in the assessment of written products was studied using the WordMAP software package. Data were collected for 92 college freshmen, using: (1) the Test of Standard Written English (TSWE); (2) the English Composition Test of the College Board; (3) verbal and mathematical Scholastic Aptitude Tests; (4) two narrative essays; (5) two expository essays; and (6) two persuasive essays. The variables analyzed by WordMAP were used to predict the score on a single essay and a combined score for the other five essays that three human readers would give. In either situation, the computer could predict the reader's score reasonably well. It is not likely that many institutions will choose to assess writing without using human readers, but the fact that assessment of writing skills can be enhanced through software analysis may make it possible to reduce the amount of labor required, perhaps by using only one reader instead of the two or three usually required. Computer analysis also makes possible a level of feedback to students and teachers that is not possible using human readers alone. Five tables contain data from the study. (SLD)

Descriptors: *College Freshmen; *Computer Assisted Testing; Educational Assessment; Essay Tests; Higher Education; Holistic Evaluation; Predictive Measurement; *Writing Evaluation; Writing Skills

Identifiers: *Software Evaluation; *WordMAP Computer Program

ED317567 TM014603

Maximizing the Impact of Program Evaluation: A Discrepancy-Based Process for Educational Program Evaluation.

Cantor, Jeffrey A.

Mar 1990

15p.; Paper presented at the Conference on Outcomes Assessment at Montclair State College (Upper Montclair, NJ, March 1990).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; New York

Journal Announcement: RIEAUG90

This paper describes a formative/summative process for educational program evaluation, which is appropriate for higher education programs and is based on M. Provus' Discrepancy Evaluation Model and the principles of instructional design. The Discrepancy Based Methodology for Educational Program Evaluation facilitates systematic and detailed analyses of multiple educational program components in order to identify discrepancies among program specifications, actual outcomes, and accreditation guidelines for educational program development. The method was initially developed for use in the commercial nuclear power industry to review and evaluate training after the accident at Three Mile Island. The ultimate objective of the method is to ensure that the program at hand produces competent professionals, who are capable of performing their jobs in a safe, efficient manner. This evaluation is a three-phase process. The first phase analyzes utility program standards that define the program (what should be). The second phase analyzes the programmatic data (what is). During this phase, individual courses, instruction, media, methods and classroom processes, lesson plans, student records, and other program components are reviewed against institutional and accreditation standards. The third phase synthesizes the multiple discrepancy analyses, culminating in the interpretation and reporting of the evaluation findings. (TJH) Descriptors: Accreditation (Institutions); *Educational Assessment; Educational Objectives; *Evaluation Methods; *Formative Evaluation; Higher Education; Outcomes of Education; *Program Evaluation; Standards; Summative Evaluation

Identifiers: *Provus Discrepancy Evaluation Model

ED317521 SP032144
Evaluation and Dissemination: A Dynamic System To Keep Teacher Education Programs Meaningful.
Zelazek, John R.; And Others
Feb 1990
48p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February, 1990).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEAUG90

This report represents the work of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (CMSU), Warrensburg, Missouri. The TEAC is a multifaceted system that conducts and publishes results of periodic assessments and evaluations of CMSU's Teacher Education Programs by soliciting input from: (1) CMSU teacher education faculty; (2) preservice teacher education candidates; (3) inservice teachers and other graduates of the teacher education program; and (4) employers of educators prepared by CMSU. The results of all assessments and evaluations are then applied to the current teacher education program and shared with school districts that employ CMSU graduates. A description is provided of each of the four surveys: how it was conducted, the number of individuals responding, and the opinions it elicited. Seventeen conclusions drawn from the survey results are listed. Appendices include the TEAC charge; database elements; and results of faculty, graduate, employer, student teacher, and foundations surveys. (JD)

Descriptors: Administrators; College Faculty; Educational Assessment; Education Majors; Higher Education; *Program Attitudes; *Program Evaluation; Student Teachers; Surveys; *Teacher Education Programs
Identifiers: *Central Missouri State University

ED316270 JC900113

Dateline 2000: The New Higher Education Agenda.

Parnell, Dale

American Association of Community and Junior Colleges, Washington, D.C. 1990. 304p.

Report No: ISBN-0-87117-198-8

Available From: American Association of Community and Junior Colleges, 80 S. Early Street, Alexandria, VA 22304 ($18.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. Language: English

Document Type: BOOK (010); COLLECTION (020); REVIEW LITERATURE (070) Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUL90

Target Audience: Practitioners

Drawing from current statistical data and the views of educational, civic, and business leaders, this book analyzes the environmental, societal, and demographic changes to be expected in the 1990's and their implications for higher education. Chapter I examines the opportunities and challenges facing higher education in the 1990's. Chapter II explores the linkage between the economy and higher education. Chapter III discusses the impact of international and intercultural forces on higher education. Chapter IV suggests ways in which higher education can better serve the segment of the population considered under-educated and disadvantaged. Chapter V considers means by which colleges and universities can respond to political demands for accountability. Chapter VI discusses the role of higher education in developing a sense of civic responsibility among college students. Chapter VII examines the effects of demographic shifts on colleges and universities in the coming decade. Chapter VIII considers the impact of technological developments. Finally, chapter IX focuses on educational finance, discussing the true and perceived costs of a college education, the effects of cost containment measures, and student financial aid needs. A 97-item bibliography is included. (JMC)

Descriptors: Accountability; Citizenship Education; *Educational Finance; *Educational Trends; Financial Support; *Futures (of Society); Global Approach; Higher Education; High Risk Students; Outcomes of Education; Population Trends; School Business Relationship; Student Financial Aid; Two Year Colleges

EJ402644 HE526306

Charting the Winds of Change: Evaluating Innovative Medical Curricula.

Friedman, Charles P.; And Others

Academic Medicine, v65 n1 p8-14 Jan 1990

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJUN90

The Josiah Macy Jr. Foundation sponsored a conference to consider designs for evaluation studies and the potential distinctive outcomes of the innovative medical curricula that might be foci of these studies. Differences between graduates of innovative and traditional curricula which might be expected were identified. (Author/MLW)

Descriptors: *Change; Comparative Analysis; Conferences; Conventional Instruction; *Curriculum Development; *Educational Innovation; Higher Education; Interpersonal Competence; Lifelong Learning; Life Satisfaction; *Medical Education; *Outcomes of Education; Problem Solving; *Program Evaluation Identifiers: Josiah Macy Jr Foundation

EJ401887 CE521055

Mandatory Continuing Education for Professional Relicensure: A Comparative Analysis of Its Impact in Law and Medicine.

Frye, Susan J.

Journal of Continuing Higher Education, v38 n1 p16-25 Win 1990

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJJUN90

Although mandatory continuing education (MCE) has a positive effect on the knowledge level of medical practitioners, effects on performance are limited and impact on quality of care is unproven. Similar effects in law have not been studied. Compulsory education has improved quality of and access to programs, but MCE is not assurance or guarantee of professional competence. (66 references) (SK)

Descriptors: Access to Education; Higher Education; *Lawyers; *Licensing Examinations (Professions); *Outcomes of Education; *Physicians; *Professional Continuing Education; State Licensing Boards

Identifiers: *Mandatory Continuing Education

EJ401886 CE521054

Using Impact Evaluations to Improve Marketing Plans in Continuing Higher Education.

Courtenay, Brad; Holt, Margaret E.

Journal of Continuing Higher Education, v38 n1 p10-15 Win 1990

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUN90

Impact evaluation of two continuing education symposia gathered data from participant evaluations and follow-up interviews that assessed learning gains. The results were used to improve program promotion in four areas: copy for print and broadcast announcements, future program titles, speakers' reputations, and consideration of the nature of the group. (SK) Descriptors: *Continuing Education; *Evaluation Utilization; Higher Education; *Marketing; *Outcomes of Education; *Participant Satisfaction; *Program Evaluation; Publicity

Identifiers: *Impact Evaluation

ED314509 TM014584

Patterns and Trends of Stopping Out from Postsecondary Education: 1972, 1980, and 1982 High School Graduates. E.D. TABS. National Longitudinal Study 1972. High School and Beyond.

Eagle, Eva; Schmitt, Carl

National Center for Education Statistics (ED), Washington, DC. Jan 1990

66p.; Data Series: SP-HSB-80/86-4.

Report No: NCES-90-403

Language: English

Document Type: STATISTICAL MATERIAL (110); RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAY90

Government: Federal

This Department of Education (ED) Tabulation presents a wide range of data on patterns of stopping out and dropping out from postsecondary education (PE) that 1972, 1980, and 1982 high school graduates experienced. The data compare how these respective cohorts differ by examining the percentage who attend continuously; they also describe patterns of stopout or dropout of PE by time of entry, educational outcome, and selected student characteristics. Data are displayed in six tables. Estimates in the first two tables were based on the National Longitudinal Study of 1972 high school seniors. Estimates in the third and fourth tables were based on the High School and Beyond 1980 senior cohort. Estimates in the fifth and sixth tables were based on the High School and Beyond 1980 sophomore cohort. Data elements used in this analysis for the 1980 senior and sophomore cohorts were drawn from the base year, and first through third follow-up surveys. Data for the 1972 senior cohort were drawn from the base year, first through fifth follow-ups, and PE transcript file. Students who delayed entry into PE were more likely to drop out than were those who entered immediately after high school graduation. The dropout rate was higher at 2-year institutions than at 4-year or less-than-2-year institutions; stopping out was more common at 2-year and 4-year institutions than at less-than-2-year institutions; males and females generally stopped out of PE at the same rate. The location of a few key statistics and their standard errors, and a discussion of technical notes and methodology are provided. (RLC) Descriptors: Degrees (Academic); Dropout Rate; *Dropouts; Educational Attainment; Educational Trends; *Enrollment; Grade 10; Grade 12; Graduate Surveys; *High School Graduates; High Schools; Institutional Characteristics; National Surveys; Outcomes of Education; Postsecondary Education; Statistical Data; *Stopouts; *Student Characteristics; *Tables (Data)

Identifiers: High School and Beyond (NCES); National Longitudinal Study High School Class 1972